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ABSTRACT

This study of a junior high school and its four feeder elementary schools was designed to assess the economic, the educational, and the social impact of a year-round school (YRS) program. The authors conclude that the YRS program was an unqualified success. The summary of the three assessments is quite positive with regard to the economic impact, neutral (with positive overtones) with regard to the educational impact, and positive with regard to the social impact. The YRS program saved money while not adversely affecting educational gains. The YRS students made substantial mean achievement gains, with the disadvantaged students making especially notable progress. Despite the catalog of favorable reactions from YRS parents and teachers, district parents and teachers in the traditional program have a low opinion of the YRS program. This finding reinforces the reported experience that getting people to try the YRS program is a monumental effort. (Author/IRT)

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SRI International

A STUDY OF YEAR-ROUND SCHOOLS

Volume I: Final Report

March 1979

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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The conclusions and recommendations in this report are those of the contractor and do not necessarily reflect the views of the U.S. Department of Health, Education, and Welfare or any other agency of the government.

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1 INTRODUCTION

For the past 50 years, the standard school year in the United States has been 9 months long, generally beginning around Labor Day and continuing until early June. During these 9 months most schools are required by state law to be open approximately 180 days. During the three summer months most schools are closed, although some operate optional summer school programs. Children in year-round schools usually are not required to attend school more than 180 days, but these days of attendance occur during a 12-month period rather than during the 9-month, September-to-June traditional calendar school year. Attendance periods are staggered for different groups of students so that two-thirds to four-fifths of the school's students attend regular classes at any given time, while the remaining students are on vacation.

During the past 10 years, hundreds of schools have implemented year-round educational programs. The most common reason for such a change is a rapid increase in a school or a district's enrollment. By simply changing its calendar, a school may increase its capacity by as much as 50%. Other reasons for a change to a year-round program include the ability to provide attendance options for parents, to provide more remedial opportunities for children, to reduce time spent in relearning forgotten material, and to serve as a catalyst for changing the curriculum.

This study of a year-round school (YRS) program was conducted for the Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the Department of Health, Education, and Welfare. ASPE began studying year-round schools in 1974, and the first ASPE-sponsored report on YRS programs was issued in May 1975 (Rice et al.).[*] This first report described the many models for YRS programs and discussed their major objectives and effects. Later that year a second report (Shepard et al., 1975) documented the history of the YRS movement in the United States and proposed a research design for a larger, more comprehensive study of YRS programs. In 1976, ASPE issued a Request for Proposals (RFP-71-76-OS) reflecting the influence of a research design proposed in the Shepard report. The RFP called for a study of the YRS program in the Pajaro Valley Unified School District located in California about 90 miles south of San Francisco (see Figure 1-1). The contract for the study was awarded to SRI International (then Stanford Research Institute) on June 30, 1976.

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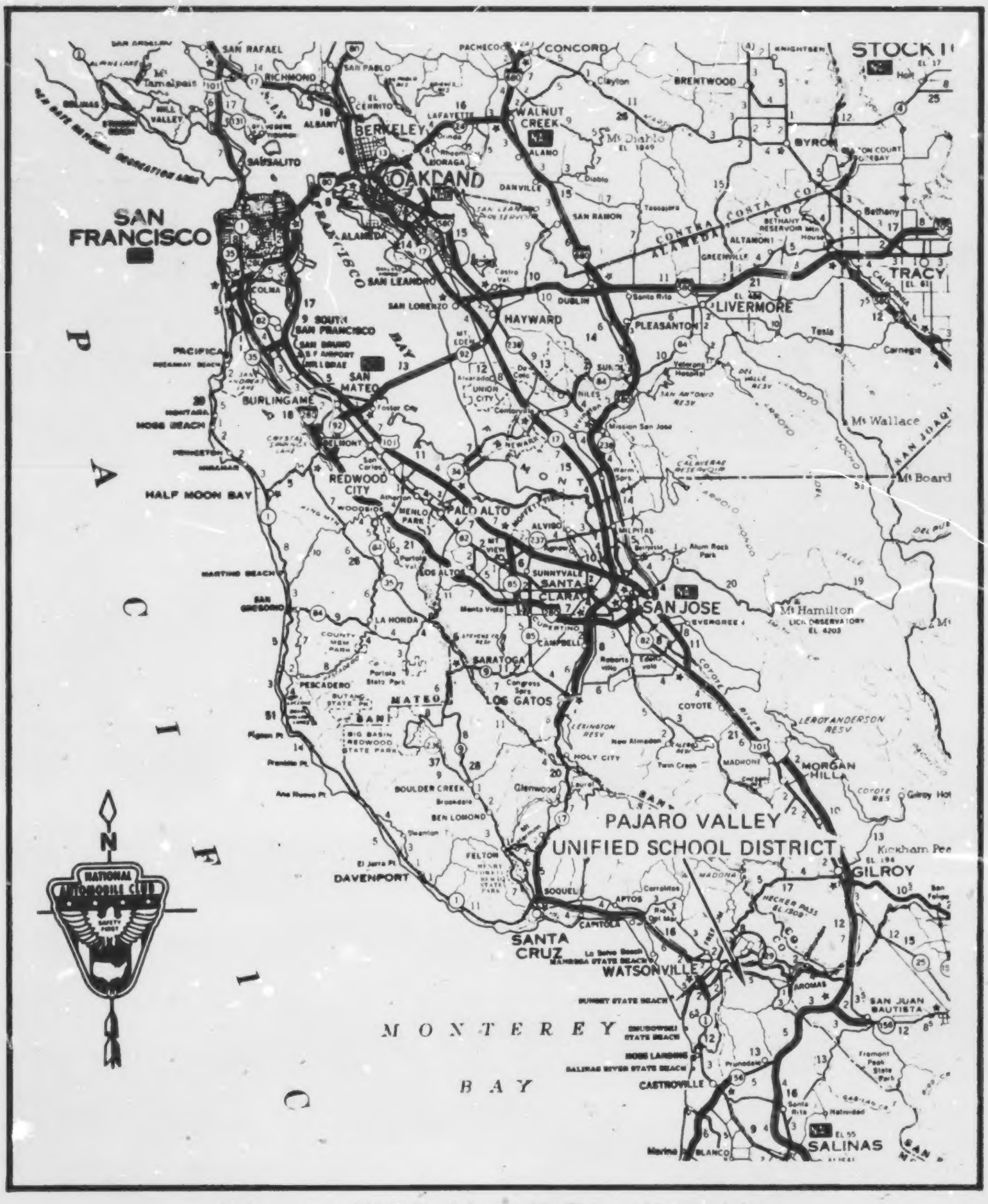
[*] A copy of this report, annotated with our own results, is presented in Appendix A.

The three basic objectives of SRI's study were:

- To assess the economic impact of the year-round school program on the cost of education. Construction costs avoided through year-round use of existing facilities were estimated, and actual operating costs were compared with a simulation of costs that would have been incurred under the traditional school calendar. The impact of the year-round program on a district's annual budget was estimated, and areas in which the year-round schedule resulted in a significant saving, or a significant added expense, were identified.
- To assess the educational impacts of the year-round school program, particularly on educationally disadvantaged and migrant students. Using the results of standardized achievement tests, patterns of achievement of migrant, disadvantaged, and nondisadvantaged students in YRS programs were compared with those of similar students attending school under traditional schedules.
- To assess the social impacts of the year-round school program on parents, teachers, and the community at large. Attitudes of parents whose children were in year-round programs were compared with attitudes of parents whose children attended school on the 9-month schedule. In particular, parents' attitudes about the quality of education, about their children's schools and teachers, and about year-round education were compared. YRS and non YRS teachers' attitudes were compared, especially toward year-round school programs. Members of the community at large were surveyed to determine what impacts the change in school calendars has had on recreational facilities, businesses, youth centers, and delinquency.

As this brief statement of our goals indicates, this was a very complex study. Indeed, this report is actually a synthesis of five separate studies: a cost analysis of a YRS program, a study of student achievement, and the results of three separate surveys, including a



Basic map copyright National Automobile Club; used by permission.

FIGURE 1-1 LOCATION OF PAJARO VALLEY UNIFIED SCHOOL DISTRICT

teacher questionnaire, parent interviews, and interviews with members of the community at large. This volume summarizes what was done and the findings of the five studies. Detailed accounts of the studies are contained in the appendices to this volume and in Volume II.[*] Volume III is a handbook for performing a cost analysis of year-round schools.

Our study focuses primarily on five year-round schools within Pajaro Valley Unified School District (PVUSD).[†] Although the study was limited to schools within a single district, we believe our results will provide useful information, both to districts that are considering a YRS program and to districts that already have such a program and are attempting to evaluate its impact. The next chapter contains a description of PVUSD and its involvement with YRS programs.

The contents of Chapters 3, 4, and 5 follow a natural ordering. YRS programs are most frequently implemented to alleviate overcrowded classrooms and to eliminate double sessions without an increase in the cost of education. In our assessment of the economic impact of the YRS program, presented in Chapter 3, we determine whether the program is accomplishing its primary goal. Next we determine whether the accomplishment of the primary goal has adversely affected achievement gains. This issue is resolved in our assessment of the educational impact of the YRS program, which is presented in Chapter 4. It is also necessary to assess the impact the YRS program is having on parents, teachers, and members of the community at large; this assessment is contained in Chapter 5. Finally, in Chapter 6 we present our overall conclusions.

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[*] Volume II also contains a glossary of terms applicable to this study.

[†] In conjunction with ASPE, we believed that studying five schools in one district was far more economical than studying one school in each of a number of districts. However, our cost model was also used to evaluate six additional California school districts (see Volume II, Appendix F).

2 PAJARO VALLEY UNIFIED SCHOOL DISTRICT

The Pajaro Valley Unified School District (PVUSD) came into existence in 1965, with the consolidation of seven small elementary districts and the Watsonville Joint Union High School District. Covering portions of three California counties (Santa Cruz, Monterey, and San Benito), PVUSD covers an area of 155 square miles and operates 16 elementary schools, 3 junior high schools, 2 four-year high schools, a continuation school, and an adult evening school. As of 1976, the district employed 1,044 full-time-equivalent staff, including 536 teachers, 71 certificated nonteachers, and 437 classified personnel. Student enrollment was slightly more than 13,000, of whom 64% were Caucasian, 30% Mexican-American, 5% Oriental, and 1% Black.

Watsonville, with a population of approximately 17,100, is the only incorporated city in the district. PVUSD's financial base is provided primarily by agriculture (truck farming, food processing and canning, and commercial flower growing) and recreation (the resort area on Monterrey Bay). The district includes a substantial population of migrant agricultural workers, who reside in the area mainly between April and October. The district also serves a large number of off-base dependents of Army personnel stationed at Fort Ord. As of 1976, the total taxable assessed valuation in the district was $242 million, and the property tax rate was $4.84 per hundred dollars of assessed valuation. District revenue in 1976 was nearly $18 million, of which 62% came from local sources, 29% from state sources, and 9% from federal sources.

Annual per-pupil costs in PVUSD amounted to $1,381, which is somewhat less than the state and national averages of $1,574 and $1,462, respectively (Market Data Retrieval, 1977).

A Brief History of PVUSD

The 1950s and 1960s brought an era of considerable population growth to the Pajaro Valley. Between 1965 and 1971, the student population grew an average of 3% per year, with total enrollment increasing from 11,000 to more than 13,000. Before unification in 1965, several of the small elementary districts passed bonds and tax elections to meet the demands posed by the growing population. However, some classrooms were still overcrowded and others still operated on double sessions. Following unification, the district Governing Board made repeated attempts to raise additional revenue for construction of new facilities. Between 1965 and 1971, five bond elections and four tax override elections were held. In California the passage of a school bond or tax override requires the approval of two-thirds of those citizens who vote on the issue. Although in three of the nine elections a majority of the voters were in favor of the proposed bond issue, the district was never able to obtain the required approval of two-thirds of the voters. The results of those school bond and tax override elections are presented in Table 2-1.

By 1971 the district's student population of 13,028 was housed in classroom space considered adequate for 11,259 (PVUSD, 1972). The overflow amounted to 1,769 students, almost 15% of the total district enrollment. To handle this overflow, nearly 1,000 students in grades 1-3 were placed on double sessions. Other students were housed either in overcrowded classrooms or in facilities not constructed for classroom use. To compound the problem, the district faced the imminent loss of a major portion of one school that was judged unsafe in the event of an earthquake.

After the failure of the tax override in 1971, it became obvious to the PVUSD Governing Board that other means of eliminating overcrowding classrooms and double sessions would have to be found. To investigate one possible alternative, the Board created a nine-member Year-Round School Study Commission, made up of representatives from both the community at large and the school district. The YRS Study Commission reviewed the available literature on year-round programs, visited several districts with year-round schools, and developed some preliminary projections of the costs and savings for a year-round program in PVUSD.

Table 2-1

THE PRE-1972 SCHOOL BOND AND TAX OVERRIDE ELECTIONS IN PVUSD

Date	Type	Amount	Vote	Result[*]
6-7-66	Bond	$3,000,000	37% voted yes	Failed
	Tax	raise $2.86 to $3.60	31% voted yes	Failed
3-14-67	Bond	$3,466,000	44% voted yes	Failed
	Tax	$2.86 to $3.59	41% voted yes	Failed
6-4-68	Bond	$6,200,735	57% voted yes	Failed
11-5-68	Bond	$6,200,735	51% voted yes	Failed
6-2-70	Bond	$3,282,000 (elementary)	54.3% voted yes (elementary)	Failed
		$3,265,000 (high school)	49.5% voted yes (high school)	Failed
	Tax	$2.86 to $3.17	46.7% voted yes	Failed
6-1-71	Tax	$2.86 to $3.57	47.8% voted yes	Failed

---

[*] 66-2/3% approval needed to pass.

The Commission's report, submitted in January 1972 and published in its entirety in the local newspaper, the Watsonville Register-Pajaronian, recommended that the Board give serious and immediate consideration to the adoption of a "45-15" year-round plan in grades K-8, beginning in the 1972-73 school year. Essentially, the Commission concluded, there were three alternatives for serving the projected 1972-73 enrollment of 13,419: (1) immediate passage of a substantial bond issue, (2) expansion of double sessions into grades 4-6, and (3) more efficient (i.e., year-round) use of existing school facilities. Given the history of recent bond issues and tax elections, the first alternative did not appear feasible. The Commission regarded expansion of double sessions as an undesirable alternative that would reduce "both the quantity and quality of education" (PVUSD, 1972).

Based on its review of several existing calendars for year-round programs, the Commission identified the 45-15 plan as "most able to meet the basic requirements of deferring capital expenditure for facilities, providing a quality program of education, and meeting the acceptance of teachers, parents, and students." The 45-15 year-round program places students into one of four groups of approximately equal size (Group A, B, C, or D). Each group attends school for 45 consecutive weekdays (9 weeks) and then is on vacation for 15 days (3 weeks). Hence, one group (approximately one-fourth of the students) is always on vacation, thereby increasing each school's capacity by one-third. For example, if a school had 25 classrooms and 30 students in each classroom, the school's capacity under a traditional 9-month program would be 750. However, under a 45-15 YRS program, the capacity can be increased to 1,000 (a 33-1/3% increase), because, at any point in time, only three-quarters of the students (750) are attending school. Such a 45-15 schedule is graphically represented in Figure 2-1. Each box represents a period of 15 weekdays. The white boxes indicate that the group is attending school during those 15 days; the shaded boxes indicate that the group is on vacation. For example, during the first 15-day period in July Groups A, C, and D attend school while Group B is on vacation. During the next 15-day period, Group C is on vacation while Groups A, B, and D attend school.

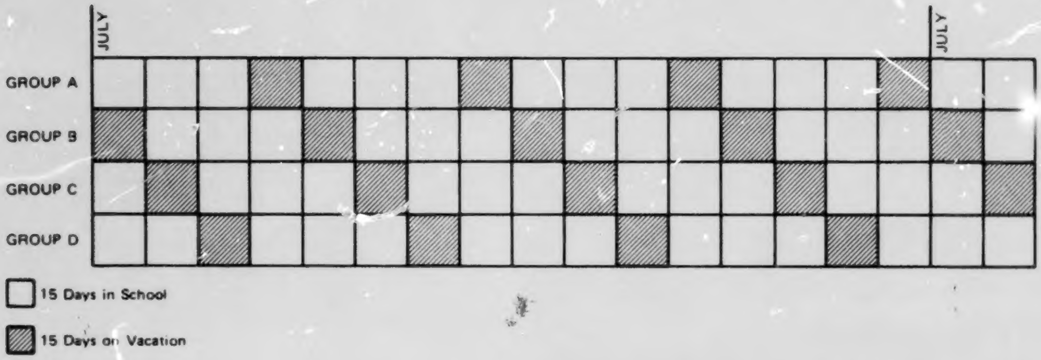

FIGURE 2-1 YEAR-ROUND 45-15 SCHEDULE (STAGGERED)

The Implementation of a 45-15 YRS Program in PVUSD

After receipt of the Commission's report, the Governing Board instructed the district superintendent to develop a specific plan for implementing a 45-15 YRS program in PVUSD that would: (1) eliminate all double sessions, (2) place all seventh and eighth grade students into junior high schools, and (3) permit the closing of economically inefficient school plants. In line with a recommendation made by the Commission, the Board also ordered an information campaign to be undertaken to explain the proposed 45-15 YRS program and to assess the response to a year-round program from school staff, parents, and community before the Board's final decision regarding adoption of the plan.

The superintendent's plan, proposed to the Governing Board in February 1972, called for implementation of a 45-15 plan in two junior high schools and their eight feeder elementaries, beginning in July 1972, with expansion of the program to a third junior high and its feeders to take place whenever attendance at these schools warranted. The proposal also called for closing three elementary schools and adjusting attendance boundaries to achieve racial balance.

The information campaign included visits by district personnel to meetings of numerous parent and community groups to describe the 45-15 plan and to explain how it was likely to affect family vacation plans, summer employment, recreation programs, and the like. An information center was also opened and fact sheets were distributed to all families within the district. An example of an early PVUSD description of the proposed YRS program is shown in Exhibit 2-1.

Community response to the proposed plan was mixed. Letters to the local newspaper expressed strong objections to the proposal, citing disruptions to family life, lost employment opportunities for students, and other problems that would be created by the year-round plan. Resistance also developed within the district's migrant community; an organization that originally endorsed the proposal withdrew its support and became actively opposed, citing the loss of income that migrant families would experience if their children were not given extended vacations from school during the period when they could work. Expressions of support for the plan usually focused on the argument made by the YRS Study Commission: A bond issue to finance new construction would be almost certain to fail, and the year-round program was to be preferred over continued and expanded use of double sessions, which appeared to be the only other alternative available. Surveys of parents and local businesses suggested that these two groups generally preferred a year-round program to the alternative of double sessions. Teachers, on the other hand, tended to favor double sessions when given the same choice in two separate surveys.

The Governing Board was scheduled to vote on the 45-15 YRS proposal at its March 1972 meeting. At this meeting the superintendent presented a revised proposal, calling for a smaller-scale 45-15 program to be implemented on a 1-year trial basis. Specifically, the 45-15 calendar would be adopted in one junior high school (Rolling Hills) and its four feeder elementaries (Amesti, Calabasas, Freedom, and Hyde)--half the scale of the original proposal. Students and teachers would be allowed to transfer out of these schools at their request; transfer into the year-round schools would be permitted provided space was available.

Exhibit 2-1

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

WHAT IS YEAR-ROUND SCHOOL AND HOW DOES IT WORK?
(The 45-15 Multiple Vacation Program)

Children attend schools for periods of approximately nine weeks each.

Children have a vacation period of approximately three weeks following each attendance period.

At any one time, approximately three-fourths of the children are in attendance, while one-fourth of the children are out of school.

Children continue to work with the same teachers throughout the year (or as now).

Children attend school on the same days as the other elementary age children in their family and in their neighborhood (if on program).

Children have the same number of days in school (176) as other children in the District. They also continue to have vacation breaks at Christmas, Easter, and all other designated legal holidays.

Children have the opportunity to participate in planned year-round recreation programs at the school (requires cooperative agency planning).

All special programs and services which are offered in the District are available in the year-round schools, including psychological services, speech therapy special education programs, remedial reading, instrumental music, and gifted.

Each school has been divided into four neighborhood "sections,"--A, B, C, [illegible] D. These sections are represented by different colors on the year-round school calendar.

Each child attends school on days marked with his assignment section color.

No more than three of these four assignment "sections" are in school at the same time.

Students may voluntarily elect to attend "Intersession" classes during some of their vacation periods (except during Christmas and Easter vacation periods when all children are out of school). (Intersession is "summer school" all year long.)

Intersession students are provided with opportunities to reinforce skills previously taught, as well as participate in a diversified program of activities in the areas of social studies, science, arts and crafts, music and physical education.

Intersession classes, as well as most regular classes in a year-round school, are multi-graded.

Space is reserved in each school to house the Intersession Program. This, plus the fact that it is difficult to achieve space gain at the kindergarten level, reduces the total space gain per school to approximately 20%, rather than the theoretically possible 33%.

This plan would eliminate double sessions in the five participating schools (although it was expected that double sessions would still be required in other district schools).

The compromise plan was approved by the Governing Board, with plans for an evaluation of student achievement and of staff, student, and community response to the program. The decision to continue, expand, or drop the 45-15 program would be based on operations and results during the trial implementation period.

The year-round program began operating in PVUSD in July 1972. In Winter 1972 the Governing Board voted to continue the trial program for a second year at the same five schools, postponing any final decision pending implementation of certain modifications and development of more conclusive evaluation results. In 1974 the Board voted to continue the year-round program as long as the shortage of facilities remained a problem.

The year-round program in PVUSD has continued at the same level for 6 years. PVUSD's involvement in the 1975 study of the YRS movement by Abt Associates (Shepard et al., 1975) brought the district to ASPE's attention. ASPE was particularly interested in conducting a comprehensive evaluation of a YRS program in the district because of its substantial population of disadvantaged and migrant students, and especially because four of the district's schools had both year-round and traditional-calendar programs. In Spring 1976, PVUSD agreed to become the focus of the current study.

3 ECONOMIC IMPACTS

From the local perspective, overcrowding and cost factors have historically been the primary impetus for proposing or implementing a year-round program. To a school system like the PVUSD, faced with expanding enrollments and an electorate that has repeatedly demonstrated its unwillingness to finance construction of new facilities, conversion to a year-round calendar may represent an attractive alternative to double sessions or larger classes, the most common responses to overcrowding.

Projections of construction costs "avoided" by YRS are frequently used as a strong selling point to district planners, school boards, and the community in general. At the same time, such projections usually predict an increase in operating costs as a consequence of keeping schools open all year (principals and others extend their contracts, transportation and utilities costs increase, and so on).

Goals of the Cost Analysis

One component of our current study has been a detailed examination of the economic impacts of the YRS program implemented in PVUSD. The three major goals of our cost analysis were:

(1) Goal 1: To develop a model for conducting cost analysis of YRS programs. Cost analysis methodologies have varied in previous studies of YRS programs, and our review of the literature has identified several major methodological difficulties in such studies. Probably the most common is the failure to consider other changes implemented concurrently with a change to a year-round program but not directly attributable to the shift in programs. For example, a change in pupil-teacher ratio or an across-the-board increase in teacher benefits may be expected to affect the district budget, but neither change is a direct result of shifting from a 9-month to a year-round program, and therefore neither should enter into a cost analysis of a YRS program. Development and dissemination of improved cost analysis procedures would be helpful, both for projecting cost impacts in districts considering a shift to a year-round program and for assessing actual impacts in districts that have implemented such programs.

We describe the basic assumptions and features of the cost model developed for this study in a subsequent section of this chapter. A detailed description of the model and a how-to-do-it handbook that can be used for YRS cost evaluation are provided in Volumes II and III.

(2) Goal 2: To use the cost analysis model to determine the financial impacts of the YRS program implemented in PVUSD. Although cost projections and feasibility studies are fairly common in districts considering year-round programs, retrospective studies of the actual impacts on district budgets are less frequent. The few such studies that have been done generally concluded that actual savings were less than had been anticipated. More attention to determining actual cost impacts is needed and the reasons why projected savings have not been realized should be explored so that more realistic expectations of costs incurred by YRS programs can be developed.

This study compares actual costs in PVUSD during the 1975-76 school year with a simulation of costs that would have been incurred to provide comparable services to the same student population under the traditional program.

(3) Goal 3: To identify policies and other factors that have direct and substantial impacts on the costs of a YRS program. The impact of a YRS program on a district's budget is subject to a host of influences. Some factors, such as district enrollment and school construction costs, are beyond the direct control of policymakers. Other factors do come under their control: extensions of teacher contracts, transportation policies, and use of classroom space are examples of factors that policymakers can influence, at least to some extent. The third goal of the cost study has been to provide information on the role of such policy variables to federal and district planners interested in examining the financial implications of policy options available under a YRS program and/or in determining conditions under which a YRS program will produce a saving to the district.

The relative importance of key policy variables was assessed by means of a sensitivity analysis in which we systematically modified the values of these variables. In a subsequent section of this chapter we present the major findings of our application of the sensitivity analysis to PVUSD. The procedure is described in further detail in Volume II (Chapter 5 and Appendix E).

The SRI Cost Analysis Model

Our review of the literature on cost analysis of year-round schools identified three methods for comparing costs of year-round and traditional-calendar programs:

- YRS program costs are compared with costs previously incurred by the traditional-calendar school (TCS) program (e.g., during the last year before the introduction of the year-round schedule).
- Costs at year-round schools are compared with those of comparison schools operating under a 9-month schedule.
- Costs at year-round schools are compared with a simulation of costs for operating the identical educational program at traditional-calendar schools during the same year.

Most YRS cost studies are of the first type, of which the most widely known is the analysis of the Valley View School District's YRS program in Romeoville, Illinois. There are three major difficulties with studies that compare YRS and TCS program costs from different time periods: (1) costs from one period must be adjusted to reflect inflation; (2) policy changes introduced concurrently with the shift in calendars may confound the comparison; and (3) changes in enrollment may confound the comparison. The Valley View study expressed all costs in 1968 dollars (to adjust for inflation) and presented most costs on a per-student basis. However, costs were not adjusted to reflect policy changes. For example, at the same time the YRS program was introduced in Valley View, a new teacher contract increased teacher salaries and benefit costs. The study reported that teacher costs were higher under the YRS program, but it is not clear whether the additional cost was a consequence of the new program. Some (and possibly all) of the increased cost was due to the new contract, which probably would have led to higher costs regardless of the school calendar. Further, the use of per-student costs assumes that all costs respond linearly to changes in enrollment. Some costs, however, act as a step function, remaining constant until enrollment passes a certain threshold, and then increasing and remaining constant until the next threshold is passed. For example, costs for administrative and support personnel generally do not change with minor fluctuations in enrollment.

Relatively few studies have used the second approach, comparing year-round with traditional-calendar schools. This approach is complicated by the possibility of differences across schools in (1) policies, (2) enrollment, and (3) costs for the same resources, any of which may confound the comparison.

The difficulties associated with these two approaches can be overcome by careful adjustments for inflation, differing enrollments, differing policies, and the like. However, a simpler approach is comparison of actual costs incurred under the year-round program with a simulation of costs that would be incurred under the traditional program, holding the time period, population served, location, and educational program constant.

The principle that underlies our simulation is that the YRS program represents only an increase in the usage of school buildings from 9 to 12 months. Most innovations in education are designed to produce some change in the nature or level of services provided to children. The YRS program, on the other hand, is generally regarded as a way of making more complete or efficient use of existing resources and as a less expensive way of providing essentially the same services offered under the TCS program. The basic difference between the two alternatives lies not with the type or amount of services provided to children, but rather with the pattern for providing services.

Therefore, analyses of the fiscal impacts of the YRS program should look for differences in the costs of allocating the same resources and services to the same student population over the same period under the alternative schedules. In the case of a district, like PVUSD, that has an ongoing YRS program, costs under the year-round schedule are the actual costs incurred by the district. Costs under the traditional 9-month alternative must be estimated.*

Basically, our simulation is a projection of the costs of providing the same educational program to the same student population under the traditional 9-month schedule. Obviously we cannot identify (let alone account for) the myriad factors that may influence the nature or quality of educational services. However, we can ensure that many of the key factors that would affect costs independently of a change in schedule are held constant.

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*Essentially, the process can be reversed for a feasibility study. In a feasibility study, the cost of a 9-month TCS program would be used as the basis for a simulation that compares the costs of YRS and TCS programs.

As an example of how the simulation works, assume a school has 15 class-classrooms, with 30 students in each classroom. Under the YRS program this school could accommodate up to 600 students over the period of a year. The 600 students would be placed into four groups, each with 150 students. At any given time, three groups (450 students) would be attending school and one group would be on vacation. Under the TCS program the same school could accommodate only 450 students, all of whom would be in attendance from September through June. The school would then close for about 3 months, opening again the following September.

Obviously, the existing facilities would not be adequate to house the YRS student population under a 9-month calendar. If the 15-classroom school serving 600 students under the YRS program reverted to 9-month use, it would be necessary to reduce enrollment by 150, or to increase the number of pupils per classroom to 40, or to build 5 new classrooms. The first option--reducing the school's enrollment--is acceptable only if the 150 students can reasonably be housed in other schools in the district. The second option--increasing the number of students per class from 30 to 40--would reduce the level of services and resources and therefore would not satisfy our requirement of comparability between the YRS and TCS educational programs. To assure that our simulation is educationally comparable, we would estimate the cost of constructing and operating five additional classrooms. These are costs that would have to be incurred to provide a comparable instructional program to the same student population without the YRS program.

Results of the PVUSD Cost Analysis

Our analysis of costs and savings to PVUSD addressed the following questions:

- Capital costs. YRS program proponents argue that these savings will outweigh the increases in other cost categories. Our analyses determined what total classroom construction and finance cost was avoided by operating the five schools on a year-round schedule and what annual saving the district realized.

- Operating costs. It is generally agreed by both proponents and opponents of YRS programs that the increased administrative complexity of these programs leads to higher operating costs. We determined what costs were incurred as a result of operating the YRS program and how these costs compare with the operating expenses that would be incurred if the year-round schools were in use for only 9 months and additional classrooms were provided to house the surplus students.
- Transition costs. Transition costs are not unique to the implementation of YRS programs: they accompany the implementation of any educational change. Even the selection of a new mathematics textbook entails transition costs: for example, teachers must be given release time to review new books and make the selection; the cost of the release time is a transition cost. We determined what one-time costs were incurred in the course of converting the five schools to year-round use and what annualized cost to the district resulted from these expenses.

Results of the analysis in each of the three cost areas are presented below.

Capital Costs

In January 1972 the Pajaro Valley Year-Round School Study Commission estimated that introduction of a year-round program in PVUSD would result in a saving of $12,585,350 in capital costs. Projecting an annual enrollment increase of 3%, the Commission concluded that district-wide use of the YRS program would avoid the need for new construction through 1976-77. Without a year-round program, the Commission found a need for immediate construction costing over $3 million to house 1,769 students then on double sessions, in overcrowded classrooms, or in facilities not constructed for classroom use. Through 1976-77, additional enrollment of 2,076 would require further construction costing nearly $4 million. To the total construction cost of $7,250,000, the Commission added $5,335,350 in interest (a 20-year bond at 5%), for a total projected capital cost of $12,585,350. The Commission concluded that introduction of a district-wide YRS program would avoid the need for this expenditure.

Our analysis of the impact of PVUSD's YRS program on capital expenditures is based on enrollment and cost data from 1975-76. The procedure used entails three steps:

- Estimating the number of additional classrooms that would be needed if the district immediately reverted to exclusive use of the traditional 9-month schedule.*
- Estimating the cost for construction of these facilities.
- Estimating the costs associated with financing the construction (bond broker's fee, interest).

To estimate classroom needs, we compared current use of classroom space at the five year-round schools with projected use under the traditional schedule. We found PVUSD's YRS program enrolled 2,668 students, which is 464 beyond the five schools' TCS program capacity. Since the PVUSD student-teacher ratio is 29:1, 16 classrooms (11 elementary and 5 junior high) would be needed to house the schools' current enrollment without resorting to double sessions or changing the pupil-teacher ratio.

To provide these additional facilities, we assume that the district would construct a new elementary school and add five classrooms to the existing junior high school. Using state-supplied figures for square feet required per child and construction cost per square foot, we estimate construction cost for the new elementary school (in 1975 dollars) as $970,589 and the cost for the junior high school classrooms as $554,124. The total saving in construction costs realized by PVUSD's year-round use of five schools is thus $1,524,714. Assuming this amount would be financed by a 20-year bond at 6% interest, with a bond broker's fee of 4%, we calculate the total capital cost as $2,764,597, for an annual saving of $138,248 over the 20-year period.†

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*A school's implementation of a YRS program frequently results in making more classrooms available than are needed for basic instruction. In some cases "surplus" classrooms are reserved for use during intersession programs. Our model assumes that such intersession classrooms would revert to regular classroom use if the school shifted back to the TCS program. However, if "surplus" classrooms are used to improve the educational program by, for example, providing a media center or "pull-out" special programs, these changes are continued in the TCS simulation to maintain educational comparability.

†The SRI cost model provides for adding land acquisition expense to construction costs to determine the total cost for the additional facilities. However, the model also specifies that we project only those costs that we expect would actually be incurred. Since PVUSD already had available

The difference between our estimate of $2,764,597 in capital costs avoided and the PVUSD Study Commission's original district-wide projection of $12,585,350 results from the fact that only five schools converted to the YRS program, mainly because the expected increases in student enrollment did not materialize. Enrollment had been increasing rapidly during the 1950s and 1960s, and the Commission expected this growth to continue at an annual rate of 3%. In fact, after 1971 enrollment remained relatively constant. The Commission's report does not specify the number of classrooms that would be "gained" through conversion to a YRS program, but housing the 3,845 excess students expected by 1977 would have required well over 100 classrooms.

A related question is whether the savings to the district would increase if the YRS program were expanded beyond the five schools currently participating. For PVUSD, the answer is no, since the current program appears adequate to relieve overcrowding. Although expansion of the YRS program to additional schools would increase the potential number of students who could be served within the existing facilities, as long as the schools currently operating under the TCS program are not overcrowded, converting them to year-round use would result mainly in the availability of surplus classrooms not needed for basic instruction. However, expansion of the program could result in further savings if district policies changed (e.g., a decrease in pupil-teacher ratio), if enrollment increased, or if existing facilities were closed or converted to other use.

Operating Costs

In 1972 the PVUSD Year-Round Study Commission estimated that conversion to a year-round schedule would result in an increase of $47,730 in annual operating expenses. The bulk of the increase covered contract extensions for administrative, instructional, and classified personnel.

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sites suitable for construction of an elementary school, we have not included land costs in our calculations. We estimate that the land, if purchased in 1974-75, would have cost $211,862. Having a site available thus saved the district an additional $19,210 annually over 20 years. Thus, counting the "value" of available land increases PVUSD's saving to $157,458.

Our analysis of PVUSD operating costs indicates that the year-round program resulted in a saving of $13,393 in 1975-76. The explanation for the difference between PVUSD's projected increase and our finding of a net saving is simple. The procedure that we followed compares operating costs that are directly attributable to the YRS program with an estimate of the costs that would be incurred for operating the additional elementary school and junior high classrooms required to provide a comparable TCS program. We allow for the possibility that some operating costs are higher under the YRS program and others are higher under the TCS simulation. The PVUSD Study Commission, on the other hand, looked only at the incremental costs that would result from a shift to the YRS program; it did not take into account the salaries, benefits, utilities, and other operating expenses that would result from building more classrooms. Under these circumstances, the Commission had to find an increase.

To put it another way, by looking only at the "bottom line" the Commission compared the costs of providing a full-time education program (YRS) to the students with the cost of a half-time program (double sessions). One should not be surprised that part-time schooling costs less than full-time schooling. The Commission's error in focusing on the bottom line of the account book is a mistake often encountered in discussion of YRS program costs--a mistake stemming from the inappropriateness of the cost analysis models implied by standard bookkeeping practices. Other school boards and study commissions have also frequently looked only at potential increases in costs--for example, extensions of principals' contracts--caused by keeping schools open year-round. It is important that anyone who considers the implementation of a YRS program take into account potential TCS program cost--as our cost analysis model systematically does.

The differences between operating costs under the two programs are shown in Table 3-1. The table indicates that the year-round schedule is more expensive in salaries for classified personnel and in supplies and equipment, and less expensive in salaries for certificated personnel,

Table 3-1

IMPACT OF THE YRS PROGRAM ON PVUSD OPERATING COSTS

Accounting Category	Net Saving (Cost) Under YRS
Certified Salaries	$15,608
Classified Salaries	(10,774)
Employee Benefits	10,836
Books, Supplies, and Equipment Replacement	(12,042)
Contracted Services	9,765
Total	$13,393

employee benefits, and contracted services. The most important differences between costs under the alternative programs are found in three areas:

- Teacher salaries and benefits
- Transportation
- Contracted services (insurance and utilities).

Each area is discussed briefly below.*

Teacher Salaries and Benefits--Since enrollment is held constant for both programs and all students attend school the same number of days, the same total number of teaching days is required under both programs. In the TCS program, these days are provided by teachers working under standard 176-day contracts. Under the YRS program, the district permits teachers to extend their contracts and hires some teachers under special, short contracts. Basically, our model compares the actual salary and benefits costs for teaching days covered by nonstandard contracts with the estimated cost of hiring additional teachers to provide the same number of days through standard contracts.

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*The reader interested in a more detailed discussion of operating costs under the alternative programs is referred to Chapter 4 of Volume II.

How costs can differ in these two situations is best seen through an example, using data from a PVUSD elementary school. This school employs 27 teachers, with contracts of varying lengths, to provide a total of 3,520 teaching days (880 of which are covered by extended or short-term contracts). Using actual salary figures, we can compare the average cost of a teaching day under standard and nonstandard contracts. If the cost is higher under standard contracts, YRS has produced a saving in terms of teacher salaries--that is, it would cost the district more to employ five full-time teachers for the 880 days now covered under extensions and short contracts. On the other hand, if the average cost of a teaching day is higher under nonstandard contracts, then the district would save money by discontinuing the nonstandard contracts.

In this example, the average teacher salary per day under standard contracts is $88.73. The average cost per day under extensions is slightly less ($84.46), and the average under short contracts is significantly less ($59.40). The total actual cost for the 880 days is $55,677. Since it would cost the district $78,082 to provide these days under standard contracts at this school, the YRS program has saved the district $22,405 per year in teacher salaries.

The saving in teacher costs is further increased by lower costs to the district for fringe benefits. Benefits for the 880 nonstandard days cost PVUSD $7,244. We estimate that this cost would increase to $9,294 under standard contracts because of two factors: (1) most benefits costs are based on a percentage of salary costs, and salaries under nonstandard contracts are lower; and (2) retirement and health insurance--the two most costly benefits--reach a ceiling at 176 days (the standard contract length).

At this school, then, the district's policy of allowing nonstandard contracts resulted in a saving of $24,455, mainly because teachers hired under short contracts earned substantially below-average salaries. At other schools and districts the situation could be quite different, depending on the number of days covered by nonstandard contracts and the salaries of the staff members involved.*

In PVUSD three of the year-round schools realized savings through the use of nonstandard contracts, although savings were much larger at the example school than at the other two. One school did not use nonstandard contracts, so that YRS and simulated TCS costs were the same. At the final school, teacher costs were somewhat higher in the YRS program because a learning disabilities specialist extended his contract from 10 to 12 months. Looking across all five year-round schools, we find an overall saving of just over $20,000 in teacher salaries, plus about $6,400 in benefits.

Transportation--Determining the difference between transportation costs under the two programs presented two major difficulties. First, it is difficult to simulate the additional transportation costs that would be incurred if the district reverted to exclusive use of the traditional schedule without knowing the boundaries of the attendance area served by a hypothetical elementary school. Second, PVUSD did not maintain detailed transportation records. Our estimate of YRS incremental transportation costs includes $12,979 in transportation salaries (which covers contract extensions for bus drivers) and $12,042 in transportation supplies (gas, oil, maintenance for the 60 additional days when buses serving the year-round schools were in operation). As a result, our analysis shows a net cost to the district of $25,000.

We believe that the higher YRS transportation cost resulted from several district-level policy decisions that caused the district not to realize the full potential of minimizing transportation costs during the period of our study. It should be noted that transportation costs in PVUSD did not increase substantially when the year-round program was first introduced. This was due in part to a new district policy that made fewer students eligible for transportation and in part to the policy of assigning all YRS students from the same neighborhood to a single track. When this policy was changed after the first year of the YRS program, so that neighborhoods contained students from all four tracks, bus scheduling became much more complicated, bus routes generally became longer, and buses were not always full. The combination of contract extensions for bus drivers and increased operating and maintenance costs resulted in increased transportation expense. In 1976-77, the district reduced the number of buses used by rerouting them to operate at increased capacity. The resulting saving is, of course, not reflected in our estimate of YRS costs since it was not realized until the year after we collected data. However, it is important to recognize that carefully planned routing of buses serving year-round schools can minimize the number of buses and drivers needed and thereby reduce costs substantially.

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*Appendix F of Volume II presents data from other YRS programs with quite different results for teacher salaries and benefits.

Contracted Services--The third major area of savings was contracted services. Two factors account for the $9,765 saved in this area: insurance and utilities. Based on rates for comparable facilities, we estimate annual insurance costs for the additional school required under the TCS simulation at $5,612.*

Projections of operating costs of the YRS program usually assume that utility costs will increase because of greater usage during the summer months. However, our analysis indicates that operating the five schools on a year-round basis was less expensive than keeping the same five schools, plus an additional 11-room elementary school and five junior high classrooms, open for 9 months and closed for the three summer months. The saving realized in PVUSD amounted to $4,153.

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*It should be noted that insurance rates do not generally increase when schools remain open all year.

Transition Costs

Transition costs are the unique costs incurred in implementing a change. These costs are distinguished from operating costs by their nonrecurring nature. PVUSD's transition costs are displayed in Table 3-2. Included are costs for planning (e.g., the Study Commission's investigation of year-round alternatives, the campaign conducted to inform parents and the community about the YRS program and assess their response prior to the Board's decision); in-service training for teachers; the district's evaluation efforts (which included student testing and surveys of parents' and teachers' opinions of the year-round schedule); and purchase of equipment and materials. Not included in the calculation of transition costs are contributed inputs, such as the time district administrators spent planning and implementing the schedule change.

To estimate the annual cost of the transition to the district, we amortize this amount over a 20-year period at 6% interest (the same bond life and interest rate used to calculate the capital costs avoided by the adoption of the YRS program). This procedure yields an annualized transition cost of $826, which can be combined with the annual capital and operating costs to determine the overall impact of the year-round program on PVUSD's yearly budget.

The Overall Impact on PVUSD's Annual Budget

The impact of PVUSD's year-round school program on the district's 1975-76 budget can be summarized as follows:

- Capital costs--annual saving of $138,248 ($157,458 including land cost).
- Operating costs--annual saving of $13,393.
- Transition costs--annual expense of $826.*
- Net result--annual saving of $150,815 ($170,025 including land cost).

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*The State of California actually reimbursed PVUSD for the full amount of the transition costs ($9,479.69). Thus, in reality, the district incurred no transitional expenses. However, for illustrative purposes we

Table 3-2

TRANSITION COSTS

(1) PLANNING		$4,176.67
a. Research	$2,882.82	
b. Consultant services	183.00	
c. Policy development		
d. Information systems development	260.73	
e. Community relations	850.12	
(2) IN-SERVICE TRAINING		757.60
a. Substitutes	578.00	
b. Consultant services	150.00	
c. Problem-solving committee	29.60	
(3) INSTRUCTIONAL/CURRICULUM MATERIALS AND SUPPLIES		-0-
(4) EVALUATION		2,283.31
a. Student forms	1,652.41	
b. Surveys	630.90	
c. Consultant surveys	-0-	
d. Evaluation reports	-0-	
(5) CAPITAL OUTLAY		2,262.11
a. Air conditioning	-0-	
b. Equipment	1,841.98	
c. Attendance cards/materials	420.18	
	Total	$9,479.69

The overall annual saving amounted to $56.53 per pupil served by the YRS program, which is 4.1% of the district's total annual per-pupil cost. (The saving would be 4.7% if purchase of land were required and the transition costs were reimbursed.)

Key Factors in the Economic Impacts of the YRS Program

In the previous section we suggested several factors that made significant contributions to the annual saving of $150,000 realized at PVUSD. The major share of the saving (better than 90%) came about because more efficient use of existing facilities permitted the district to avoid building a new elementary school and five new junior high classrooms. A second important factor was the use of nonstandard contracts; savings in teacher costs were realized at three of the four schools where there were nonstandard contracts. A third factor was utility costs. Providing heat, light, and other utilities to keep the five schools open year-round cost PVUSD less than supplying utilities to keep these schools plus the additional facilities required for the simulated TCS program open for 9 months and closed during the summer.

The effects of these and other factors on total cost were examined systematically through a sensitivity analysis. In this analysis we made a series of small changes in the values of cost-related factors and observed the effects these changes would have on our conclusion that the YRS program is saving money in PVUSD. The sensitivity analysis has several uses.* First, it permits us to see which variables have been the most important determinants of our conclusions about cost impacts in PVUSD. Second, it permits school decisionmakers to see what effects changes in certain policies would have on cost differences between YRS and TCS programs. Third, the sensitivity analysis allows us to identify

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have included these expenses and have even hypothesized interest on the cost. Transition costs could be a major expense if a district had to make major changes to schools' physical plants, for example, by installing air conditioning.

*Additional details concerning the sensitivity analysis procedure may be found in Chapter 5 and Appendix E of Volume II.

the enrollment level at which it becomes economically advantageous to convert from a YRS to a TCS program or vice versa. Finally, it shows how sensitive our conclusions are to errors in the data. If very large changes in the input variables have to occur before our conclusion that YRS saves money would change, we can be confident that our conclusion is correct.

The sensitivity analysis was performed at the district and school levels, using input variables* selected both because they were considered most likely to contribute significantly to the cost impacts of the YRS program and because their values are subject to variation across schools and/or districts. Given current enrollment levels, staffing ratio was the single most powerful variable at all five year-round schools in PVUSD. At Freedom and Hyde schools the TCS program would become less expensive than the YRS program if the staffing ratio were increased by 10% (from 29 to 32 students per class). The other schools require increases of 25% or more (i.e., 36 or more students per class). Although a 10% increase in staffing ratio might not affect the educational program significantly, we assume that the increases required to make the TCS program less expensive at the other three schools would produce substantial impacts on the quality of services provided to students. Still, if staffing ratios were increased by 10% at all schools, the saving realized by the YRS program would decline substantially.

Other factors over which district policymakers can exert some control have a less potent impact on YRS program savings in PVUSD. As noted earlier, teacher costs are lower at three schools that allow nonstandard contracts. At Amesti and Freedom schools, savings in teacher costs account for a substantial portion of the total savings realized by the YRS program. The total savings would be reduced substantially at these schools if nonstandard contracts were no longer permitted.

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*These variables are: school population under YRS, staffing ratio, teacher compensation, nonteacher compensation, number of classrooms used for purposes other than basic instruction, transition cost, utilities cost, cost of utilities for an additional classroom, transportation costs per day, two factors associated with construction (square feet per classroom, cost per square foot), and two factors associated with financing construction (interest rate and bond life).

The number of classrooms used for purposes other than basic instruction by the YRS program is the third potent policy variable. At Freedom elementary, four classrooms are used for special programs (intersession and compensatory education pull-out programs). If four additional classrooms were reserved for uses other than basic instruction, the TCS program would become less expensive than the YRS program. Substantial changes in classroom use could also cancel the savings realized at Amesti and Rolling Hills.

A single policy change of the magnitude needed to make the TCS program less expensive than the YRS program is unlikely. Increasing the staffing ratio by 25% or more would probably be unacceptable to teachers and parents and could render the schools ineligible for ADA reimbursement from the state. And it is unlikely that the number of classrooms set aside for intersession and other special uses would more than double. However, even relatively small changes in staffing ratio or loss of one classroom would reduce the savings effected by the YRS program, and discontinuation of nonstandard contracts would lower savings significantly, particularly at Amesti and Freedom.

The extent to which facilities are operated at their full capacity also has a substantial impact on savings cost. Table 3-3 shows--for each year-round school--the current enrollment, the school's capacity when using a year-round schedule, and the percentage difference between the two enrollment levels. None of the five schools is operating at its full YRS program capacity. Although three schools are within 5% of full enrollment, Hyde could accommodate 58 additional students and Freedom could house another 150 students. If enrollments at the five schools increased to capacity level, PVUSD would "gain" another 10 classrooms, which would increase the annual saving in avoided capital costs by about 60%, or by $86,405.

Table 3-3

COMPARISON OF CURRENT AND CAPACITY ENROLLMENTS
AT YEAR-ROUND SCHOOLS

	Amesti	Calabasas	Freedom	Hyde	Rolling Hills
Current enrollment	550	450	650	440	590
Year-round calendar capacity	575	464	800	498	624
Percentage increase to reach capacity	4%	3%	19%	12%	5%

Summary and Conclusions

Key findings related to the three goals of the cost study can be summarized as follows:

(1) Goal 1: To develop a model for conducting a cost analysis of YRS programs.

- Methodologies used in most previous cost studies of YRS programs have not made the proper comparisons. For example, costs of YRS programs have been improperly compared with those of TCS programs with lower teacher salaries.
- The most appropriate method for YRS program cost analysis is to compare actual costs incurred by a YRS program with a simulation of costs for providing the same educational program to the same student population during the same time period by a TCS program.

(2) Goal 2: To use the cost analysis model to determine the financial impacts of the YRS program implemented in PVUSD.

- The annual saving to PVUSD is $150,815. This amounts to $56.53 per pupil served by the YRS program, or 4.1% of the district's total per-pupil expenditure.
- Construction and financing costs "avoided" by year-round use of existing facilities amounted to an annual saving of $138,248--more than 90% of the total saving. The total saving would have been $170,025 ($63.73 per pupil served) if PVUSD had not had land available on which to build an additional elementary school required by the TCS program simulation.

- Our most surprising result was the discovery of an annual saving of $13,393 in operating costs caused by savings in the cost of teacher salaries and benefits, insurance, and utilities. This finding contradicts the widely held belief that YRS programs invariably have higher operating costs than TCS programs. The finding that YRS programs can lower a district's costs has major implications for future feasibility studies.

- Though our analysis shows that the present system of transportation costs increased by $25,000 under a YRS program, transportation still represents an area of potential savings. After the period of our study, the district implemented a new policy to take advantage of this potential and achieved substantial savings in its transportation costs.

(3) Goal 3: To identify policies and other factors that have direct and substantial impacts on the costs of a YRS program.

- Staffing ratio, use of nonstandard teaching contracts, and number of classrooms used for purposes other than basic instruction are relatively potent variables over which local policymakers can exert some control. Changes in these variables could dramatically effect the savings realized in PVUSD.

- Savings realized by YRS programs are reduced substantially when schools operate at less than full capacity. If all five year-round schools served the maximum enrollment possible under the YRS program, the saving in annual capital costs would increase by over $86,000. Savings in operating costs would also increase.

We consider the savings realized by PVUSD significant for several reasons. First, YRS program cost studies typically find substantial savings in the area of capital costs, but they usually report an increase in operating costs because of contract extensions, greater usage of utilities, and other factors. The results of our analysis indicate that when YRS program operating costs are compared with the costs of providing comparable resources and services to the same student population under the TCS program, the year-round alternative may in fact be less expensive.

The increases reported in previous cost analyses may be due largely to faulty methodologies that compared costs over different time periods (e.g., looking at costs during different years or comparing costs for 12 months under the year-round schedule with costs for 9 months under the traditional schedule), that allowed instructional resources and services to vary (e.g., including traditional programs with double sessions or higher pupil-teacher ratios), or that were based on different enrollment levels. Alternatively, PVUSD may have developed the optimal set of conditions needed to realize operating cost savings.

Second, we were able to identify areas of actual or potential savings that should be of particular interest to district policymakers. For example, districts implementing a year-round program have several options for filling their increased teaching staff needs. They may hire new teachers to standard contracts, allow current teachers to extend their contracts, or hire teachers under contracts shorter than the standard. Although the relative costs of each option depend on the salaries of the individuals involved, our analysis suggests that a policy permitting extensions and short contracts may result in economies to the district. Staffing ratio and classroom use are also potent policy variables; even small changes could affect costs significantly. Transportation costs (bus driver salaries and operating costs) can vary substantially, depending on bus routes and schedules. With careful planning, it appears that transportation costs need not be higher under YRS. These findings suggest that district planners and policymakers can exert some control over factors that determine whether a year-round program will save money, and if so, how much.

Third, the potential for savings generated by a YRS program is affected by a number of factors specific to the local setting. In PVUSD, several factors combined to reduce the savings over what might otherwise have been expected. The availability of free land on which to build a new school certainly reduced the saving in capital costs; this situation would probably not apply in most districts. The fact that expected growth in enrollment failed to materialize ultimately limited PVUSD's potential for increasing savings by operating the five schools at their full YRS capacity or by expanding the year-round program to additional schools. The district's failure to realize the potential for more efficient and economical transportation also limited the savings, although this problem was corrected the year after we collected data.

Finally, we consider the savings important because PVUSD undertook the year-round program largely for economic reasons. Faced with an electorate unwilling to support construction of new facilities to house an expanding enrollment, the district staff and Governing Board supported the 45-15 plan as a means of using existing resources more efficiently to avoid higher costs while maintaining or improving the quality of education provided. Our findings suggest that the promise of greater efficiency in use of resources was kept.

4 EDUCATIONAL IMPACTS

The advent of a YRS program is always accompanied by the question: How does the YRS program affect student achievement? An additional question of interest to us and to federal policymakers such as ASPE was: What is the effect of a YRS program on the achievement of disadvantaged students, including migrants? PVUSD was a particularly appropriate setting for attempting to answer both questions. Since the YRS program had already been in operation for 4 years, confounding of results by issues of implementation or novelty (i.e., by a Hawthorne effect) was of little concern.* The results of both the teacher and parent opinion questionnaires† indicate that the program is now accepted, not as an interim solution but as part of the district's regular offerings. Moreover, PVUSD has a large number of migrant and other disadvantaged students, so that the second question of interest can also be appropriately addressed.

In the first section of this chapter, we present our research design. The next section is a presentation of the results of our data analysis with some discussion. The chapter's final section contains our conclusions.

Research Design

The results of several studies greatly influenced our research design. These studies are briefly summarized below, followed by the hypotheses we tested, a description of our sample, and a section on test selection and administration.

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*However, problems with noncomparability of educational programs may confound the analysis of test scores in this section and of parent and teacher attitudes in the next section. See Appendix B for a fuller discussion.

†The results of the parent and teacher questionnaires are presented in Chapter 5 and in Appendices C and D.

Past Research

In a study of the reading achievement of Title I students, Thomas and Pelavin (1976) analyzed data from 283 State Educational Agency (SEA) Title I evaluation reports for the academic years 1968-69 through 1973-74. From these data they concluded that most Title I reading programs were successful in raising the achievement of disadvantaged students. However, the report went on to suggest that these gains were not being sustained and offered as the most plausible explanation of this phenomenon that the large gains made during the school year were being at least partly lost over the summer vacation period. Moreover, other research on the achievement of disadvantaged students also seemed to reveal similar patterns.

Hayes and Grether (1969), in a study of 600 New York City elementary schools, found that "the differential progress made during the four summers between second and sixth grades accounts for upwards of 80% of differences (in reading achievement) between economically advantaged all-white schools and the all-black and Puerto Rican ghetto schools." In other words, much of the difference in achievement between low and not-low socioeconomic schools was explained by differential achievement rates during the summer. This result was confirmed by Shapiro et al. (n.d.) in a longitudinal analysis of second, fourth, and sixth grade students from Cobb County, Georgia. Their analysis showed that achievement in reading is much less during the summer for poor children than for nonpoor children. Murnane (1975) has shown that reading and mathematics achievement scores of inner-city children declined during the summer between second and third grade by almost half the gain made during the school year.

These findings make intuitive sense, since students from poor backgrounds are less likely to be exposed to academically related activities at home. Thus, a period without school may provide fewer academically stimulating experiences for poor children than for nonpoor children. To determine whether this is in fact the case, it is necessary to study the achievement scores for the same students for fall and spring of one school year and fall of the next. Pelavin and David (1977) used such longitudinal data in a study designed specifically to test the hypothesis that the lack of sustained gains by compensatory education students was caused by a lack (or loss) of achievement during the summer. They analyzed data from several compensatory education programs and found that estimates of achievement gains differ dramatically when different periods of time are used in the evaluation. Specifically, their analyses showed that evaluations conducted over a 12-month period (from fall to fall) produced considerably smaller estimates of achievement than evaluations conducted only during the school year, say from fall to spring. They concluded that large gains made during the school year are not being sustained over the summer months. These findings were consistent across achievement tests, grade levels, subject areas, and different programs.

The combined results of all the research just cited imply that the summer is a critical period when considering the achievement of disadvantaged students. Two obvious strategies for compensatory education programs to consider are summer-school programs to reinforce gains made during the school year, and year-round programs that avoid such lengthy periods of time away from school as 3-month summer vacations. Therefore, an evaluation of a YRS program must assess and compare the impact of 9-month and year-round programs over the summer.

In summary, we concluded that:

- A year-round program may be a strategy for sustaining achievement gains made in compensatory education programs.
- An assessment of the impact of a YRS program on achievement must include an investigation of achievement gain over a 12-month period, which includes any gains (or losses) made during the summer months.

The following section uses these conclusions to form the hypotheses we felt were most important to test in an assessment of the educational impacts of a YRS program.

Three Major Hypotheses

We designed our study to assess the impact of the YRS program on achievement through a test of each of the following hypotheses:

(1) Hypothesis 1--Students in a YRS program make greater achievement gains than students in a TCS program.

As noted at the beginning of the chapter, the advent of a YRS program is always accompanied by the question: How will the YRS affect student achievement? A test of Hypothesis 1 will provide the information necessary to answer the question at its most general level. The next two hypotheses discuss the impact of the YRS program on specific populations.

(2) Hypothesis 2--Disadvantaged students, including migrants, in a YRS program make greater achievement gains than disadvantaged students in a TCS program.

The research cited above suggests that, in the absence of school over the summer, the patterns of achievement for nondisadvantaged and disadvantaged students are quite different, as shown in Figure 4-1. In terms of our first hypothesis, we believe that the impact of the YRS program would be to alleviate the decline in achievement level that might be expected to occur between points T_2 and T_3. Such a YRS program impact could appear in either of two situations: (1) by maintaining the same school-year growth from T_1 to T_2 and increasing the growth from T_2 to T_3 (spring to fall); or (2) by slightly decreasing the school-year achievement gain but maintaining the same rate from spring to fall (T_2 to T_3). These patterns are represented graphically in Figures 4-2(a) and 4-2(b), respectively. It is important to note that the hypothesized impact of the YRS program as shown in Figure 4-2 becomes measurable only after a 12-month (fall-to-fall) period. In neither pattern would the YRS program be judged an improvement at T_2, but at T_3 both patterns show considerable program impact.

(3) Hypothesis 3--Nondisadvantaged students in a YRS program make greater achievement gains than nondisadvantaged students in a TCS program.

Hypothesis 3 is the complement to Hypothesis 2. However, the information from Hypotheses 1 and 2 alone may not be sufficient to answer the question of how a YRS program affects the achievement of a nondisadvantaged student. Therefore, this additional hypothesis was formulated.

The Sample

We initially stratified the selection of our sample of students by school. That is, we first selected schools and then sampled students from within each school. Our sample of schools consisted of all five year-round schools (four elementary and one junior high school) and three traditional-calendar schools. The district's administrative staff was most helpful in our selection of the three schools on the TCS program to

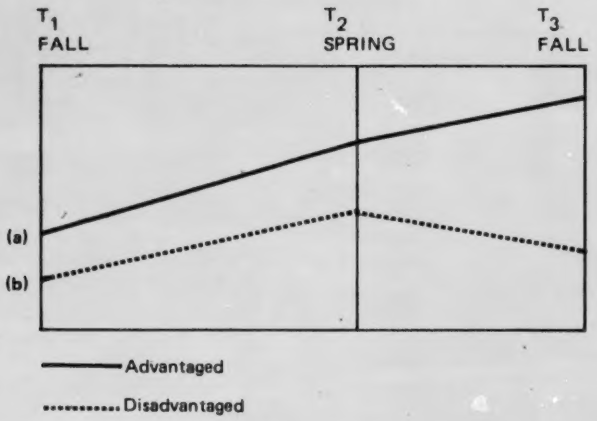

FIGURE 4-1 PATTERNS OF STUDENT ACHIEVEMENT OVER 12 MONTHS

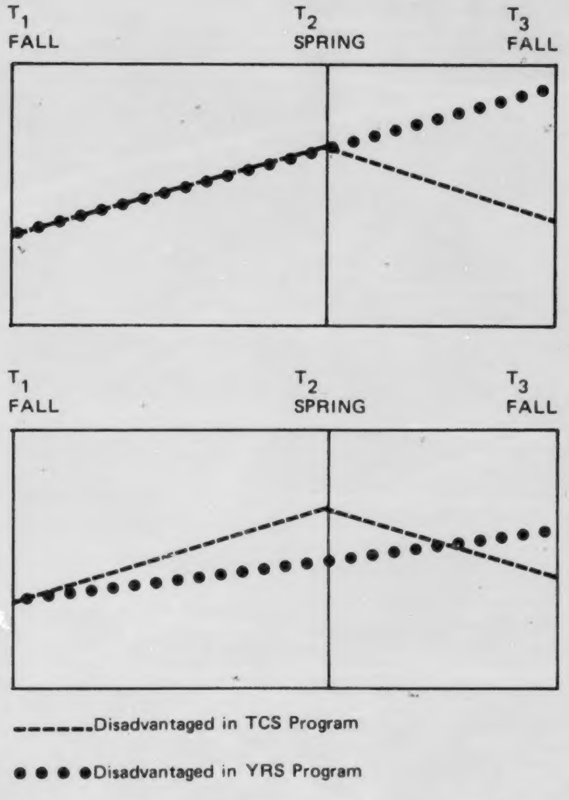

FIGURE 4-2 POSSIBLE IMPACTS OF A YRS PROGRAM ON ACHIEVEMENT OF DISADVANTAGED STUDENTS

serve as comparison (nonexperimental) schools. Not only did they supply information about the size of each school, the types of programs at each school (e.g., Title I), the achievement level, and various demographic data, but they pointed out other facts that greatly influenced our selection. For example, PVUSD contains only three junior high schools, one of which has students from substantially higher socioeconomic backgrounds than the students in the YRS junior high school. This fact narrowed our choice of the TCS junior high school to sample students from one school.

Since many of the questions we were attempting to answer focused on either migrant or other disadvantaged students, we wanted to include a traditional-calendar Title I school in our sample. PVUSD contains only one such--Pajaro Elementary School. Our selection of a second traditional-calendar school was also somewhat narrowed since we wanted to sample some TCS students from a nondisadvantaged background, but we did not want to include a school whose students would be predominantly from a higher socioeconomic background than that of most YRS students. We thus selected MacQuiddy Elementary School to be the second comparison elementary school.

Though we had no reason to expect that a YRS program would affect students differentially by grade, it would have been desirable to sample students from each grade--kindergarten through Grade 8. However, such decisions about sampling were constrained by several practical considerations: testing all the students in the eight schools in our sample would have been unnecessarily expensive; sampling students from each grade within a school presented overwhelming logistical problems; and we believed that Grade 2 is the earliest grade in which students can be reliably pretested in both mathematics and reading achievement (rather than tested for "readiness," as frequently happens in both kindergarten and Grade 1). Since compensatory education frequently concentrates on the early grades--kindergarten through Grade 3--we felt that at least one of these grades should be included in our sample. Grade 2 was chosen as the earliest of the four grade levels in which a standardized achievement test could be used to validly test achievement. To represent the range of grades in the elementary schools more fully, Grade 5 was also selected. Grade 5 represents the middle of the range of later grade levels (Grades 4 through 6), its students were still in elementary school at the final test administration, and the curriculum generally used is quite different from that used in the early grades (kindergarten through Grade 3). In junior high school, Grade 7 was chosen to facilitate testing students the subsequent fall. Because the students in Grade 8 in Fall 1976 would have gone on to high school by the final test administration in Fall 1977, testing conditions would have been very difficult.

A comparison of the schools in our sample is presented in Table 4-1. The size of the enrollment at the six elementary schools ranges from 438 to 646, with both the traditional-calendar schools being close to the middle of the range. Approximately half of both the YRS and the TCS students attend schools that receive ESEA Title I funds for disadvantaged students. There are also special instructional aides available to migrant students at half of the year-round and traditional-calendar schools. A comparison of pretest means shows that students in the year-round program were, on the average, at a slightly higher level of achievement at the beginning of the study. However, the largest difference does not approach statistical significance and, for an educational study that does not use random assignment, must be considered relatively small.

Test Selection and Administration

Before the beginning of our study, PVUSD had a district-wide standardized testing program in selected grades. The district had used the Comprehensive Test of Basic Skills (CTBS) for several years and did not plan any changes in the foreseeable future. To avoid the possibility of double-testing the same students with different tests, we also chose to use the CTBS. By administering the CTBS, our data were useful both to us and to PVUSD.

To examine the effect of the YRS program on summer learning loss, it was necessary to administer the CTBS three times during a 12-month period: Fall 1976, Spring 1977, and Fall 1977. The three administrations not only allow a comparison of YRS and TCS program achievement gains over 12 months, but also allow us to investigate patterns of achievement (especially spring-to-fall gains that are crucial to Hypothesis 2).

Table 4-1

SAMPLE SCHOOLS: SIZE, ESEA* PROGRAMS, AND RAW SCORE PRETEST MEANS

			Reading Pretest Means			Mathematics Pretest Means		
	Enrollment	ESEA Programs	Grade 2	Grade 5	Grade 7	Grade 2	Grade 5	Grade 7
Elementary Schools								
YRS								
Amesti	548		36.2	44.8		23.9	47.4	
Calabasas	448	Migrant	45.2	44.8		28.3	45.5	
Freedom	646	Title I and Migrant	30.5	35.1		23.0	36.5	
Hyde	438	Title I	32.1	38.2		23.5	43.1	
Average	520		36.7	40.3		24.9	42.7	
TCS								
MacQuiddy	551		48.8	42.3		26.6	47.5	
Pajaro	472	Title I, Migrant and Title VII	20.4	27.9		17.2	37.3	
Average	511.5		34.5	36.5		21.8	43.4	
Junior High Schools								
YRS								
Rolling Hills	606				41.6			40.1
TCS								
E. A. Hall	783				38.0			39.4

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*Elementary and Secondary Education Act.

Recent research indicates that changing the level of test that is being administered during a study can affect the study's results (for example, Pelavin and Barker, 1976, or Ayrer and McNamara, 1973). Therefore, within each grade level, we administered the same level of the CTBS in Fall 1976, Spring 1977, and Fall 1977 (see Table 4-2).

Table 4-2

ADMINISTERED LEVELS OF THE CTBS

	Fall 1976	Spring 1977	Fall 1977
Grade 2	Level C	Level C	Level C
Grade 5	Level 2	Level 2	Level 2
Grade 7	Level 3	Level 3	Level 3

It is generally believed that inconsistency of test administration can affect both the validity and the reliability of the data (see, for example, Cronbach, 1970). Therefore, all test administrators were trained by SRI. The test administrators were given a set of very specific procedures to follow and a manual that carefully documented each procedure. Though the SRI manual was based on directions found in the CTBS Examiner's Manual (CTB/McGraw Hill), we believe that our manual, together with our training, clarified almost all directions to the testers that might be considered ambiguous or subject to interpretation. All tests were administered by at least two testers to groups of no more than 25 students. All Grade 2 tests were administered in the morning, the time of day deemed most appropriate for testing children 7 to 8 years old. Moreover, Grade 2 students were never tested for longer than 1 hour.

Results

To assess fully the potential impact of YRS programs, we have used only data from students who had participated in the program a full 12 months. The inclusion of any other data would have confounded the impact of a complete year of a YRS program with the impact of combined TCS and YRS programs. Therefore, all our analyses used only data from students who were in PVUSD for the full 12-month period from Fall 1976 to Fall 1977, who did not change types of programs during this time (that is, who were in either the YRS or the TCS program for the entire 12 months), and who had a sufficient command of English to be tested in Fall 1976. The students who met those three requirements form what we will hereafter refer to as our longitudinal sample.

In the following sections we present the results related to our hypotheses.

Hypothesis 1--Students in a YRS program make greater achievement gains than students in a TCS program.

In Table 4-3 we present data* from students in our longitudinal sample. Two important facts can be derived from the data: there seems to be little evidence to support Hypothesis 1, and students in PVUSD seem to have made substantial achievement gains from Fall 1976 to Fall 1977, especially students in Grade 7. Though the data do not indicate that Hypothesis 1 is true, neither would the data support the converse of Hypothesis 1--that students in a TCS program make greater achievement gains than students in a YRS program. Overall, neither program consistently produces larger gains. In fact, the largest difference in achievement gain is only 10 standard score points (Grade 2, Reading) which is less than one-sixth of a standard

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*Table 4-3 and many subsequent tables present the data in four metrics: raw scores, expanded standard scores, percentiles, and grade equivalents. Raw scores are used to indicate the number of items answered correctly and somewhat to anchor the gains in other metrics. Standard scores are used because they form an equal interval scale, a scale in which averaging is appropriate. The only metric in which it is statistically acceptable to calculate a mean is the expanded standard scores. However, standard scores do not have intrinsic meaning. Therefore, we also use percentiles and grade equivalents. Although these two metrics, especially grade equivalents, have been severely criticized, they still are more commonly used than any other scores. The percentiles and grade equivalents are always those associated with the standard score mean; percentiles or grade equivalents are never averaged.

Table 4-3

CTBS MEANS AND GAINS FOR STUDENTS IN THE LONGITUDINAL SAMPLE

	Program Type	Sample Size		Mean			Gain
				Fall 1976	Spring 1977	Fall 1977	
			Reading				
Grade 2	TCS	n=81	Raw score	36.1	50.2	52.4	16.3
			Standard score	267	318	325	58
			Percentile	28	45	36	8
			Grade equivalent	1.8	2.5	2.7	.9
	YRS	n=159	Raw score	39.6	50.7	53.3	13.7
			Standard score	281	317	329	48
			Percentile	37	44	38	1
			Grade equivalent	1.9	2.4	2.7	.8
Grade 5	TCS	n=102	Raw score	36.0	42.1	43.7	7.7
			Standard score	380	412	420	40
			Percentile	25	29	28	3
			Grade equivalent	3.7	4.4	4.7	1.0
	YRS	n=150	Raw score	42.0	49.3	50.6	8.6
			Standard score	410	445	452	42
			Percentile	38	44	42	4
			Grade equivalent	4.4	5.4	5.6	1.2
Grade 7	TCS	n=296	Raw score	39.7	45.5	47.8	8.1
			Standard score	463	495	507	44
			Percentile	36	42	42	6
			Grade equivalent	5.9	7.0	7.4	1.5
	YRS	n=163	Raw score	42.7	47.8	51.6	8.9
			Standard score	477	505	528	51
			Percentile	42	46	50	8
			Grade equivalent	6.3	7.4	8.1	1.8
			Mathematics				
Grade 2	TCS	n=79	Raw score	22.3	33[illegible]	34.3	12.0
			Standard score	258	30[illegible]	305	47
			Percentile	27	43	28	1
			Grade equivalent	1.7	2.5	2.6	.9
	YRS	n=155	Raw score	25.7	34.5	37.6	11.9
			Standard score	272	305	317	45
			Percentile	40	47	37	-3
			Grade equivalent	1.9	2.6	2.8	.9
Grade 5	TCS	n=101	Raw score	43.4	51.9	56.3	12.9
			Standard score	376	406	420	44
			Percentile	28	33	35	7
			Grade equivalent	4.1	5.0	5.3	1.2
	YRS	n=153	Raw score	44.7	51.6	55.7	11.0
			Standard score	379	403	417	38
			Percentile	30	32	33	3
			Grade equivalent	4.2	4.9	5.2	1.0
Grade 7	TCS	n=301	Raw score	40.1	50.3	47.3	7.2
			Standard score	438	480	473	35
			Percentile	32	45	36	4
			Grade equivalent	5.8	7.1	6.9	1.1
	YRS	n=163	Raw score	41.0	48.6	49.6	8.6
			Standard score	444	472	480	36
			Percentile	34	41	39	5
			Grade equivalent	6.0	6.9	7.1	1.1

deviation. This difference cannot be considered educationally significant,[*] although it is statistically significant.[†]

Our initial impressions were confirmed by the results of multiple regression analyses, where data from the parent questionnaire were used to control for the effects of socioeconomic status (SES) of the family, and data from the Fall 1976 administration of the CTBS were used to control for a student's initial level of achievement. The three SES variables included in the analyses were parents' average education, head of household's occupation, and family income level. The only other independent variables used in our analyses were the Fall 1976 CTBS pretest score (in standard score units), and program type (YRS or TCS). The dependent (or predicted) variable was the Fall 1977 CTBS posttest score (in standard score units). The SES and pretest variables were entered in the regression equation before the program variable, thus making the analysis equivalent to a one-way analysis of covariance with four covariates (the three SES variables and the pretest score).

The results of the regression analyses are presented in Table 4-4.[‡] In Column I we present the estimated regression coefficients (unstandardized) for the program variable. The program coefficient reaches a level

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[*] Educational researchers frequently speak of gains (or losses) as being educationally significant if they are more than one-fourth or one-third of a standard deviation greater (or smaller) than expected. If the comparison groups' gains are used as an estimate of expected gain, in no case is the difference greater than one-sixth of a standard deviation.

[†] A test of the statistical significance of the differences in achievement gains requires analyses such as an analysis of variance (ANOVA) or an analysis of covariance (ANCOVA). We chose the latter, using the Fall 1976 CTBS pretest and three socioeconomic status variables as covariates, type of program (YRS or TCS) as the independent variable, and the Fall 1977 CTBS posttest as the dependent variable. A separate ANCOVA was conducted for each grade (2, 5, and 7) and each subject (reading and mathematics), for a total of six ANCOVAs. The difference in achievement gains approaches the level of statistical significance only in Grade 2 reading. Results of multiple regression analyses equivalent to the six ANCOVAs are presented below.

[‡] More detailed results of the regression analyses are contained in Appendix B.

Table 4-4

MULTIPLE REGRESSION ANALYSES OF STUDENTS IN THE LONGITUDINAL SAMPLE

	I Program Coefficient	II Total R^2	III Increase in R^2 Caused by Inclusion of Program Variable	IV Percentage of Unexplained Variance Accounted for by Program Variable
Grade 2				
Reading	-11.54*	0.674	0.007	2.1%
Mathematics	-2.80	0.642	0.001	0.3
Grade 5				
Reading	-0.98	0.726	0.000	0.0
Mathematics	-5.00	0.662	0.001	0.3
Grade 7				
Reading	6.42	0.753	0.001	0.4
Mathematics	2.61	0.660	0.000	0.0

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*Significant at the 0.01 level.

Note: Independent variables:

Parents' average education
Occupation of head of household } Controlling for SES level
Family income level

CTBS pretest score } Controlling for initial achievement level

Program variable (YRS or TCS)

Dependent variable:
CTBS posttest score

of statistical significance only in the Grade 2 reading analysis. In Column II we present the proportion (R^2) of the total variance of the CTBS posttest that is explained by the regression equation. The proportion varies from 64% to 75% depending on the grade and subject. The increase in the proportion of explained variance caused by the inclusion of the program variable in the regression is shown in Column III. In not one of the six analyses does the entry of the program variable into the equation increase R^2 by as much as 1% (the greatest increase being 0.7% in Grade 2 reading).

Additional insights into the explanatory power of the program variable may be obtained from Column IV. In Column IV we present the percentage of the unexplained variance that is reduced (removed) by the entry of the program variable into the regression equation. For example, in the case of reading in Grade 7, the four background variables (the three SES variables and the pretest score) explain 75.2%, leaving 24.8% of variance unexplained. The inclusion of the program variable into the regression equation reduces the unexplained variance by less than 1%, as noted in Column IV. In only one case is the reduction greater than 1% (again, the greatest percentage is in Grade 2 reading). Overall, the program variable seems to have little, if any, explanatory power and therefore cannot be considered to have had much impact on students' achievement test scores.

Hypothesis 2--Disadvantaged students in a YRS program make greater achievement gains than disadvantaged students in a TCS program.

We defined disadvantaged students in two ways: (1) those students receiving either Title I or Migrant services, and (2) those students scoring below a prespecified percentile on the Fall 1976 CTBS pretest. In Table 4-5 we present data from students in the longitudinal sample identified by PVUSD as receiving either Title I or Migrant services. These data strongly indicate that Hypothesis 2 is not true, especially when the totals are considered. However, the data also strongly indicate that the converse of Hypothesis 2--that disadvantaged students in a TCS program make greater achievement gains than disadvantaged students in a

Table 4-5

CTBS MEANS AND GAINS OF STUDENTS RECEIVING TITLE I OR MIGRANT SERVICES

	Sample	Program	Sample Size		Mean Fall 1976	 Spring 1977	 Fall 1977	Gain
				Reading				
Grade 2	Title I	TCS	n=15	Raw score	17.8	35.5	37.3	19.5
				Standard score	207	266	276	69
				Percentile	4	16	13	9
				Grade equivalent	1.2	1.8	1.8	.6
		YRS	n=38	Raw score	24.2	36.0	40.1	15.9
				Standard score	234	269	284	50
				Percentile	12	18	16	4
				Grade equivalent	1.5	1.8	1.9	.4
	Migrant	TCS	n=22	Raw score	23.4	37.0	41.7	18.3
				Standard score	228	273	286	58
				Percentile	9	19	17	8
				Grade equivalent	1.5	1.8	2.0	.5
		YRS	n=13	Raw score	37.7	38.3	43.3	5.6
				Standard score	279	281	296	17
				Percentile	36	23	21	-15
				Grade equivalent	1.9	1.9	2.1	.2
	Total	TCS	n=37	Raw score	21.1	36.4	39.9	18.8
				Standard score	219	270	282	63
				Percentile	7	18	15	8
				Grade equivalent	1.4	1.8	1.9	.5
		YRS	n=51	Raw score	27.6	36.6	40.9	13.3
				Standard score	245	272	287	42
				Percentile	16	19	17	1
				Grade equivalent	1.6	1.8	2.0	.4
Grade 5	Title I	TCS	n=28	Raw score	27.4	32.6	36.0	8.6
				Standard score	340	368	384	44
				Percentile	12	14	16	4
				Grade equivalent	2.9	3.5	3.8	.9
		YRS	n=35	Raw score	28.1	38.9	39.2	11.1
				Standard score	344	396	395	51
				Percentile	13	23	19	6
				Grade equivalent	3.0	4.1	4.0	1.0
	Migrant	TCS	n=28	Raw score	29.4	37.5	37.8	8.4
				Standard score	347	389	391	44
				Percentile	14	21	18	4
				Grade equivalent	3.1	3.9	4.0	.9
		YRS	n=14	Raw score	34.1	35.8	41.4	7.3
				Standard score	371	385	409	38
				Percentile	22	19	24	2
				Grade equivalent	3.5	3.8	4.4	.9
	Total	TCS	n=56	Raw score	28.4	35.0	36.9	8.5
				Standard score	344	378	388	44
				Percentile	13	17	17	4
				Grade equivalent	3.0	3.7	3.9	.9
		YRS	n=49	Raw score	29.8	38.0	39.8	10.0
				Standard score	352	393	399	47
				Percentile	15	22	21	6
				Grade equivalent	3.2	4.0	4.1	.9

Table 4-5 (Continued)

					Mean			
	Sample	Program	Sample Size		Fall 1976	Spring 1977	Fall 1977	Gain
				Reading				
Grade 7	Migrant	TCS	n=39	Raw score	26.7	33.1	36.5	9.8
				Standard score	388	435	448	60
				Percentile	13	22	22	9
				Grade equivalent	3.9	5.1	5.5	1.6
		YRS	n=6	Raw score	30.7	30.4	35.5	4.8
				Standard score	418	425	449	31
				Percentile	21	19	23	2
				Grade equivalent	4.6	4.8	5.5	.9
				Mathematics				
Grade 2	Title I	TCS	n=15	Raw score	17.2	23.7	26.5	9.3
				Standard score	238	263	275	37
				Percentile	13	15	11	-2
				Grade equivalent	1.4	1.8	2.0	.6
		YRS	n=36	Raw score	20.1	29.4	32.1	12.0
				Standard score	249	284	294	45
				Percentile	18	29	20	2
				Grade equivalent	1.6	2.1	2.3	.7
	Migrant	TCS	n=21	Raw score	17.6	29.2	30.0	12.4
				Standard score	239	285	289	50
				Percentile	14	29	17	3
				Grade equivalent	1.5	2.1	2.2	.7
		YRS	n=12	Raw score	21.6	26.9	32.8	11.2
				Standard score	257	276	297	40
				Percentile	26	23	22	-4
				Grade equivalent	1.7	2.0	2.4	.7
	Total	TCS	n=36	Raw score	17.4	26.9	28.5	11.1
				Standard score	239	276	283	44
				Percentile	14	23	14	0
				Grade equivalent	1.5	2.0	2.1	.6
		YRS	n=48	Raw score	20.5	28.8	32.3	11.8
				Standard score	251	282	295	44
				Percentile	22	27	21	-1
				Grade equivalent	1.6	2.1	2.3	.7
Grade 5	Title I	TCS	n=28	Raw score	35.1	43.6	43.7	8.6
				Standard score	347	378	378	31
				Percentile	15	20	17	2
				Grade equivalent	3.4	4.1	4.1	.7
		YRS	n=36	Raw score	31.8	35.1	39.5	7.7
				Standard score	333	346	363	30
				Percentile	11	10	12	1
				Grade equivalent	3.1	3.4	3.7	.6
	Migrant	TCS	n=26	Raw score	45.0	54.2	57.7	12.7
				Standard score	383	412	424	41
				Percentile	32	37	37	5
				Grade equivalent	4.3	5.1	5.4	1.1
		YRS	n=14	Raw score	43.6	50.8	56.4	12.8
				Standard score	375	404	420	45
				Percentile	28	32	35	7
				Grade equivalent	4.0	4.9	5.3	1.3

Table 4-5 (Concluded)

					Mean			
	Sample	Program	Sample Size		Fall 1976	Spring 1977	Fall 1977	Gain
				Mathematics				
Grade 5	Total	TCS	n=54	Raw score	39.9	48.7	50.4	10.5
				Standard score	364	394	400	36
				Percentile	22	27	25	3
				Grade equivalent	3.7	4.7	4.8	1.1
		YRS	n=50	Raw score	35.1	39.4	44.2	9.1
				Standard score	345	362	379	34
				Percentile	15	14	17	2
				Grade equivalent	3.3	3.7	4.2	.9
Grade 7	Migrant	TCS	n=38	Raw score	35.7	46.2	43.5	7.8
				Standard score	412	464	456	44
				Percentile	22	38	30	8
				Grade equivalent	5.1	6.7	6.4	1.3
		YRS	n=6	Raw score	34.5	38.0	43.0	8.5
				Standard score	413	433	467	54
				Percentile	22	25	34	12
				Grade equivalent	5.1	5.6	6.7	1.6

YRS program--also is not true. The differences between the gains are neither statistically or educationally significant, except in Grade 2 reading (see Table 4-6 below). Overall, disadvantaged students do not seem consistently to make larger gains under either a 9-month or a year-round program. It should be noted, however, that--except in Grade 7 mathematics--students in the TCS program do not suffer the losses in standard scores from Spring 1977 to Fall 1977 that we had expected to find (see Figure 4-1). This point will be more fully discussed below.

As in the case of Hypothesis 1, our initial impressions were confirmed by the results of a multiple regression and analysis. The variables used in the regression were the same as those used to test Hypothesis 1 (see the note to Table 4-5). The results of the regression analysis for Grades 2 and 5 are presented in Table 4-6. (The sample size in Grade 7 is insufficient to perform a regression analysis.) In only one case--Grade 2 reading--does the program variable coefficient reach a level of statistical significance. In Grade 2 reading the program variable reduces the unexplained variance by 9%; in all other analyses the program variable reduces the unexplained variance by less than 2%. The porportion of the total variance explained by the regression ranges from 43% to 60%, depending on grade and subject area (the limited range of the SES variables for Title I and Migrant students accounts for the R^2s being smaller in Table 4-6 than in Table 4-4).

An alternative way of defining disadvantaged students is to consider any student whose Fall 1976 pretest score was below the 50th percentile as disadvantaged. There are several rationales for this definition. First, if Title I were fully funded and all schools were eligible to receive Title I funds, it is quite likely that such a definition would be used (see regulations governing Title I of the Elementary and Secondary Educational Act, Section 116a.1). Second, the State of California uses the 50th percentile score to define eligibility for both state and federal services for disadvantaged youth. Finally, the 50th percentile defines, at a national level, those students who are achieving at the average level. Students with a higher score do not seem to be greatly in need of compensatory services.

Table 4-6

MULTIPLE REGRESSION ANALYSES OF DISADVANTAGED STUDENTS RECEIVING EITHER TITLE I OR MIGRANT SERVICES

	I Program Coefficient	II Total R^2	III Increase in R^2 Caused by Inclusion of Program Variable	IV Percentage of Unexplained Variance Accounted for by Program Variable
Grade 2				
Reading	-28.13*	0.429	0.057	9.1%
Mathematics	-2.04	0.481	0.001	0.2
Grade 5				
Reading	-12.48	0.473	0.007	1.3
Mathematics	-1.56	0.599	0.000	0.0

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*Significant at the 0.01 level.

The means for the sample of students whose Fall 1976 pretest score was below the 50th percentile are presented in Table 4-7. The means present a pattern not unlike that of Table 4-5. The largest difference between achievement gains again occurs in reading in Grade 2 and is both statistically and educationally significant. Overall, the data support neither Hypothesis 2 nor its converse. Disadvantaged students in a YRS program make larger gains in reading in two out of the three grade levels tested but make larger gains in mathematics in only one of the three grades tested. Again, the conclusion is reached that disadvantaged students do not seem consistently to make significantly larger gains under either program.

Also as before, results of a multiple regression analysis confirm our initial impression. These results are presented in Table 4-8. Again, in only one analysis does the program variable account for a statistically significant portion of the variance. In Grade 2 reading, just as in Table 4-6, the program variable coefficient is significant and the percentage of unexplained variance that is accounted for is relatively large (5.5%). In all other cases the regression coefficient is not significant, and the program variable reduces the unexplained variance by less than 2%. The proportion of total variance explained ranges from 37% to 45%, depending on grade and subject area--slightly smaller percentages than those in Table 4-6.

Hypothesis 3--Nondisadvantaged students in a YRS program make greater achievement gains than nondisadvantaged students in a TCS program.

As we did in the test of Hypothesis 2, we present two alternative ways of defining the population of interest, namely, nondisadvantaged students: those students who receive neither Title I nor Migrant services and those students who scored above the 50th percentile on the Fall 1976 CTBS pretest. In Table 4-9 we present the means of students in our longitudinal sample who did not receive either Title I or Migrant services. As in Hypotheses 1 and 2, the data indicate that nondisadvantaged students do not consistently make larger gains under either a 9-month or a year-round program. The results of a multiple regression analysis also confirm

Table 4-7

CTBS MEANS AND GAINS FOR DISADVANTAGED STUDENTS WHO SCORED BELOW THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETEST

	Program Type	Sample Size		Mean			
				Fall 1976	Spring 1977	Fall 1977	Gain
			Reading				
Grade 2	TCS	n=51	Raw score	20.5	38.4	42.3	21.8
			Standard score	220	277	288	68
			Percentile	7	21	17	10
			Grade equivalent	1.4	1.9	2.0	.6
	YRS	n=91	Raw score	25.5	38.5	42.1	16.6
			Standard score	242	279	290	48
			Percentile	15	22	18	3
			Grade equivalent	1.6	1.9	2.0	.4
Grade 5	TCS	n=75	Raw score	28.5	35.2	36.6	8.1
			Standard score	346	380	387	41
			Percentile	14	18	17	3
			Grade equivalent	3.0	3.7	3.9	.9
	YRS	n=90	Raw score	30.6	40.1	41.5	10.9
			Standard score	358	401	407	49
			Percentile	17	25	23	6
			Grade equivalent	3.3	4.2	4.3	1.0
Grade 7	TCS	n=201	Raw score	30.5	36.7	39.2	8.7
			Standard score	418	451	462	44
			Percentile	21	26	26	5
			Grade equivalent	4.6	5.6	5.9	1.3
	YRS	n=99	Raw score	31.1	36.7	40.9	9.8
			Standard score	422	450	471	49
			Percentile	22	26	29	7
			Grade equivalent	4.7	5.5	6.1	1.4
			Mathematics				
Grade 2	TCS	n=64	Raw score	18.4	29.7	31.1	12.7
			Standard score	243	286	293	50
			Percentile	16	30	20	4
			Grade equivalent	1.5	2.2	2.3	.8
	YRS	n=99	Raw score	19.7	29.2	32.5	12.8
			Standard score	249	284	297	48
			Percentile	20	29	22	2
			Grade equivalent	1.6	2.1	2.4	.8
Grade 5	TCS	n=74	Raw score	36.5	45.6	49.8	13.3
			Standard score	353	385	399	46
			Percentile	18	23	25	7
			Grade equivalent	3.5	4.4	4.8	1.3
	YRS	n=106	Raw score	35.4	42.9	46.8	11.4
			Standard score	348	373	387	39
			Percentile	16	18	20	4
			Grade equivalent	3.4	4.0	4.4	1.0
Grade 7	TCS	n=231	Raw score	33.4	41.9	40.1	6.7
			Standard score	407	449	442	35
			Percentile	20	31	25	5
			Grade equivalent	5.0	6.1	5.9	.9
	YRS	n=123	Raw score	34.5	40.3	42.2	7.7
			Standard score	415	428	450	35
			Percentile	23	24	28	5
			Grade equivalent	5.2	5.5	6.1	.9

Table 4-8

MULTIPLE REGRESSION ANALYSES OF DISADVANTAGED STUDENTS WHO SCORED BELOW THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETEST

	I Program Coefficient	II Total R^2	III Increase in R^2 Caused by Inclusion of Program Variable	IV Percentage of Unexplained Variance Accounted for by Program Variable
Grade 2				
Reading	-23.49*	0.368	0.037	5.5%
Mathematics	-7.55	0.441	0.010	1.8
Grade 5				
Reading	0.33	0.444	0.000	0.0
Mathematics	-10.69	0.445	0.008	1.4
Grade 7				
Reading	7.12	0.451	0.003	0.5
Mathematics	2.35	0.418	0.000	0.0

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*Significant at the 0.01 level.

Table 4-9

CTBS MEANS AND GAINS FOR NONDISADVANTAGED STUDENTS RECEIVING NEITHER TITLE I NOR MIGRANT SERVICES

	Program Type	Sample Size		Mean			
				Fall 1976	Spring 1977	Fall 1977	Gain
			Reading				
Grade 2	TCS	n=44	Raw score	48.8	60.9	63.0	14.2
			Standard score	307	356	362	55
			Percentile	57	68	58	1
			Grade equivalent	2.2	3.2	3.3	1.1
	YRS	n=108	Raw score	45.2	56.8	59.2	14.0
			Standard score	298	337	348	50
			Percentile	50	57	50	0
			Grade equivalent	2.1	2.9	3.1	1.0
Grade 5	TCS	n=46	Raw score	45.3	50.5	52.0	6.7
			Standard score	425	452	459	34
			Percentile	46	39	45	-1
			Grade equivalent	4.8	5.6	5.7	.9
	YRS	n=101	Raw score	48.0	54.6	55.8	7.8
			Standard score	438	470	478	40
			Percentile	52	55	54	2
			Grade equivalent	5.2	6.1	6.3	1.1
Grade 7	TCS	n=257	Raw score	41.6	47.4	49.6	8.0
			Standard score	474	504	516	42
			Percentile	40	46	46	6
			Grade equivalent	6.2	7.3	7.7	1.5
	YRS	n=157	Raw score	43.1	48.4	52.2	9.1
			Standard score	480	508	531	51
			Percentile	43	47	49	6
			Grade equivalent	6.4	7.5	8.2	1.8
			Mathematics				
Grade 2	TCS	n=43	Raw score	26.4	38.5	39.0	12.6
			Standard score	275	321	323	48
			Percentile	43	62	42	-1
			Grade equivalent	2.0	2.9	2.9	.9
	YRS	n=107	Raw score	28.1	36.9	40.0	11.9
			Standard score	281	314	327	46
			Percentile	49	55	45	-4
			Grade equivalent	2.1	2.8	3.0	.9
Grade 5	TCS	n=47	Raw score	47.4	55.8	63.0	15.6
			Standard score	390	421	443	53
			Percentile	36	42	47	11
			Grade equivalent	4.5	5.3	5.9	1.4
	YRS	n=103	Raw score	49.4	57.3	61.3	11.9
			Standard score	396	422	436	40
			Percentile	40	42	43	3
			Grade equivalent	4.7	5.4	5.7	1.0
Grade 7	TCS	n=263	Raw score	40.8	50.9	47.9	7.1
			Standard score	441	483	475	34
			Percentile	33	46	37	4
			Grade equivalent	5.9	7.3	7.0	1.1
	YRS	n=157	Raw score	41.3	48.9	49.8	8.5
			Standard score	445	473	481	36
			Percentile	35	42	40	5
			Grade equivalent	6.0	6.9	7.2	1.2

the conclusion that the program has no consistent effect on achievement gains. These results are presented in Table 4-10. In no case does the regression coefficient of the program reach a level of statistical significance. In fact, the greatest increase in variance accounted for is only 0.2%, and in no case is the unexplained variance reduced by more than 1%. Overall, the program variable accounts for very little variance.

The means of those students who scored above the 50th percentile on the Fall 1976 CTBS pretest are presented in Table 4-11. As with all the other data sets we have investigated, neither program consistently produces larger gains. In fact, the largest difference is only eight standard score points (mathematics, Grade 7) and is not statistically or educationally significant. The results of the regression analysis, presented in Table 4-12, are quite similar to those in Table 4-10. Again, the overall conclusion is that the program variable accounts for a very small portion of the variance.

Additional Analyses

Hypothesis 2

The hypothesis that we were most interested in, and the one we thought held the greatest promise, was Hypothesis 2: Disadvantaged students in a YRS program make greater achievement gains than disadvantaged students in a TCS program. This hypothesis was based on prior research, which had led us to expect that disadvantaged students in the TCS program would suffer losses in achievement from Spring 1977 to Fall 1977. However, except in Grade 7 mathematics, these losses did not occur. To attempt to determine whether summer school attendance could have caused these unexpected gains, we decided to conduct a limited number of additional analyses.

Summer School Attendance--We were able to determine that a substantial number of TCS disadvantaged students attended a PVUSD summer-school program. The summer-school program was 3 hours a day and lasted for 6 weeks. There was an additional summer-school program for students eligible for Migrant services. The Migrant program was conducted from 12:00 to

Table 4-10

REGRESSION ANALYSIS FOR NONDISADVANTAGED STUDENTS RECEIVING NEITHER TITLE I NOR MIGRANT SERVICES

	I	II	III	IV
	Program Coefficient	Total R^2	Increase in R^2 Caused by Inclusion of Program Variable	Percentage of Unexplained Variance Accounted for by Program Variable
Grade 2				
Reading	-3.80	0.626	0.001	0.3%
Mathematics	-1.20	0.619	0.000	0.0
Grade 5				
Reading	3.22	0.758	0.000	0.0
Mathematics	-7.06	0.685	0.002	0.6
Grade 7				
Reading	9.41	0.792	0.002	1.0
Mathematics	2.84	0.673	0.000	0.0

Table 4-11

CTBS MEANS AND GAINS FOR STUDENTS WHO SCORED ABOVE THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETEST

	Program Type	Sample Size		Mean			Gain
				Fall 1976	Spring 1977	Fall 1977	
			Reading				
Grade 2	TCS	n=30	Raw score	62.7	69.2	69.7	7.0
			Standard score	346	384	388	42
			Percentile	82	82	72	-10
			Grade equivalent	3.0	3.8	3.9	.9
	YRS	n=68	Raw score	58.4	66.2	68.3	9.9
			Standard score	334	365	380	46
			Percentile	75	73	68	-7
			Grade equivalent	2.8	3.4	3.7	.9
Grade 5	TCS	n=27	Raw score	56.8	60.8	63.5	6.7
			Standard score	476	499	511	35
			Percentile	70	68	68	-2
			Grade equivalent	6.3	7.2	7.6	1.3
	YRS	n=60	Raw score	59.1	63.1	64.3	5.2
			Standard score	489	510	519	30
			Percentile	75	73	71	-4
			Grade equivalent	6.8	7.5	7.8	1.0
Grade 7	TCS	n=95	Raw score	59.0	63.7	66.1	7.1
			Standard score	557	585	603	46
			Percentile	73	76	77	4
			Grade equivalent	9.2	10.1	10.5	1.3
	YRS	n=64	Raw score	60.6	64.3	68.2	7.6
			Standard score	564	587	615	51
			Percentile	76	77	81	5
			Grade equivalent	9.5	10.1	10.8	1.3
			Mathematics				
Grade 2	TCS	n=15	Raw score	39.1	48.3	47.9	8.8
			Standard score	322	361	359	37
			Percentile	84	89	71	-13
			Grade equivalent	2.9	3.7	3.6	.7
	YRS	n=56	Raw score	36.4	43.5	46.6	10.2
			Standard score	311	339	353	42
			Percentile	76	76	66	-10
			Grade equivalent	2.7	3.2	3.5	.8
Grade 5	TCS	n=27	Raw score	62.2	68.9	73.9	11.7
			Standard score	439	463	477	38
			Percentile	66	65	65	-1
			Grade equivalent	5.8	6.6	7.0	1.2
	YRS	n=47	Raw score	65.7	70.5	75.9	10.2
			Standard score	449	467	485	36
			Percentile	72	67	69	-3
			Grade equivalent	6.1	6.7	7.4	1.3
Grade 7	TCS	n=70	Raw score	62.2	76.5	71.3	9.1
			Standard score	539	580	572	33
			Percentile	77	84	76	-1
			Grade equivalent	9.2	10.3	10.1	.9
	YRS	n=40	Raw score	61.1	73.2	72.2	11.1
			Standard score	534	569	574	41
			Percentile	75	81	77	2
			Grade equivalent	9.0	10.0	10.1	1.1

Table 4-12

REGRESSION ANALYSIS FOR STUDENTS WHO SCORED ABOVE THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETEST

	I	II	III	IV
	Program Coefficient	Total R^2	Increase in R^2 Caused by Inclusion of Program Variable	Percentage of Unexplained Variance Accounted for by Program Variable
Grade 2				
Reading	-0.28	0.419	0.000	0.0%
Mathematics	2.31	0.342	0.002	0.3
Grade 5				
Reading	-8.27	0.635	0.004	1.1
Mathematics	-9.30	0.485	0.009	1.7
Grade 7				
Reading	7.19	0.575	0.003	0.7
Mathematics	12.78	0.396	0.013	2.1

4:00 p.m. and included lunch. Therefore, disadvantaged students may have attended summer school for between 3 and 7 hours a day for 6 weeks. The means and gains for TCS disadvantaged students who received Title I or Migrant services and who attended summer school are presented in Table 4-13. To facilitate determining the effect of summer-school attendance, the means and gains of TCS disadvantaged students who did not attend summer school are also included. The data indicate that disadvantaged students who attended summer school are likely to make larger gains in reading from Spring 1977 to Fall 1977 than disadvantaged students who did not attend. However, summer school attendees are not likely to make larger gains in mathematics. The largest differences in mean gains are 14 standard score points in Grade 2 reading and Grade 5 mathematics.* Grade 2 reading was the only case where TCS disadvantaged students made significantly greater gains than the YRS disadvantaged students (see Table 4-6).

In Table 4-14 we present the means and gains for TCS disadvantaged students who scored below the 50th percentile on the Fall 1976 CTBS pretest. The pattern is much the same as that of Table 4-13. The largest difference is again in Grade 2 reading, which was the only case in Table 4-8 where these TCS disadvantaged students made significantly greater gains than similar YRS disadvantaged students. The other differences in Table 4-14 are relatively small.

Our overall conclusion about summer-school attendance is that it had little impact on the results of our analyses regarding Hypothesis 2, except possibly in Grade 2 reading. Summer-school attendance may have had a large enough effect on second-grade disadvantaged students to account for the significance of the program variable in the Grade 2 reading regression analyses in Tables 4-6 and 4-8.

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*There is a difference of 19 standard score points in Grade 7 reading; however, the sample size is too small to attempt to draw any inferences.

Table 4-13

CTBS MEANS AND GAINS OF STUDENTS WHO RECEIVED TITLE I OR MIGRANT SERVICES, BY SUMMER-SCHOOL PARTICIPATION

	Summer-School Participation	Sample Size		Mean		
				Spring 1977	Fall 1977	Gain
			Reading			
Grade 2	no	n=22	Raw score	37.9	39.8	1.9
			Standard score	274	280	6
			Percentile	20	14	-6
			Grade equivalent	1.8	1.9	.1
	yes	n=15	Raw score	34.4	40.1	5.7
			Standard score	266	286	20
			Percentile	16	17	1
			Grade equivalent	1.8	2.0	.2
Grade 5	no	n=41	Raw score	33.8	35.9	2.1
			Standard score	373	383	10
			Percentile	16	16	0
			Grade equivalent	3.6	3.8	.2
	yes	n=15	Raw score	38.0	39.7	1.7
			Standard score	390	398	8
			Percentile	21	20	-1
			Grade equivalent	3.9	4.1	.2
Grade 7	no	n=37	Raw score	33.6	36.8	3.2
			Standard score	438	450	12
			Percentile	22	23	1
			Grade equivalent	5.2	5.5	.3
	yes	n=2	Raw score	24.5	30.5	6.0
			Standard score	391	422	31
			Percentile	11	16	5
			Grade equivalent	4.0	4.7	.7
			Mathematics			
Grade 2	no	n=22	Raw score	26.2	28.8	2.6
			Standard score	272	284	12
			Percentile	20	15	-5
			Grade equivalent	1.9	2.1	.2
	yes	n=14	Raw score	27.9	28.2	.3
			Standard score	280	283	3
			Percentile	25	14	-11
			Grade equivalent	2.1	2.1	0
Grade 5	no	n=39	Raw score	49.7	50.4	.7
			Standard score	398	400	2
			Percentile	29	25	-4
			Grade equivalent	4.8	4.8	0
	yes	n=15	Raw score	45.9	50.5	4.6
			Standard score	383	399	16
			Percentile	22	25	3
			Grade equivalent	4.3	4.8	.5
Grade 7	no	n=36	Raw score	46.5	43.7	-2.8
			Standard score	465	457	-8
			Percentile	38	30	-8
			Grade equivalent	6.7	6.4	-3
	yes	n=2	Raw score	40.5	39.5	-1.0
			Standard score	450	437	-13
			Percentile	32	23	-9
			Grade equivalent	6.1	5.7	-.4

Table 4-14

CTBS MEANS AND GAINS OF STUDENTS WHO SCORED BELOW THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETESTS, BY SUMMER-SCHOOL PARTICIPATION

	Summer-School Participation	Sample Size		Mean		Gain
				Spring 1977	Fall 1977	
			Reading			
Grade 2	no	n=34	Raw score	41.3	43.9	2.6
			Standard score	285	291	6
			Percentile	25	19	-6
			Grade equivalent	1.9	2.0	.1
	yes	n=17	Raw score	33.0	39.1	6.1
			Standard score	264	282	18
			Percentile	15	15	0
			Grade equivalent	1.8	1.9	.1
Grade 5	no	n=53	Raw score	35.4	36.8	1.4
			Standard score	381	388	7
			Percentile	18	17	-1
			Grade equivalent	3.7	3.9	.2
	yes	n=22	Raw score	34.7	36.0	1.3
			Standard score	377	384	7
			Percentile	17	16	-1
			Grade equivalent	3.6	3.8	.2
Grade 7	no	n=174	Raw score	36.4	39.1	2.7
			Standard score	449	461	12
			Percentile	26	26	0
			Grade equivalent	5.5	5.8	.3
	yes	n=27	Raw score	38.9	40.1	1.2
			Standard score	459	465	6
			Percentile	29	27	-2
			Grade equivalent	5.7	5.9	.2
			Mathematics			
Grade 2	no	n=44	Raw score	30.6	32.4	1.8
			Standard score	289	297	8
			Percentile	33	22	-11
			Grade equivalent	2.2	2.4	.2
	yes	n=20	Raw score	27.8	28.2	.4
			Standard score	280	283	3
			Percentile	25	14	-11
			Grade equivalent	2.1	2.1	0
Grade 5	no	n=50	Raw score	47.1	50.7	3.6
			Standard score	390	402	12
			Percentile	25	26	1
			Grade equivalent	4.5	4.9	.4
	yes	n=24	Raw score	42.7	48.0	5.3
			Standard score	376	394	18
			Percentile	19	23	4
			Grade equivalent	4.1	4.7	.6
Grade 7	no	n=203	Raw score	42.4	40.6	-1.8
			Standard score	451	445	-6
			Percentile	32	26	-6
			Grade equivalent	6.2	6.0	-.2
	yes	n=28	Raw score	37.9	36.8	-1.1
			Standard score	431	426	-5
			Percentile	25	20	-5
			Grade equivalent	5.6	5.4	-.2

Limited-English-Speaking Students

Of the approximately 1,000 students to whom we administered the CTBS in both Fall 1976 and Fall 1977, 72 were classified as limited-English-speaking (LES) students. These students were not included in the longitudinal sample because their command of the English language was insufficient for them to score above the chance level on the Fall 1976 CTBS pretest. However, by Fall 1977 a substantial proportion of the LES students were able to achieve a CTBS posttest score substantially above the chance level. In Table 4-15 we present an analysis of the progress of the 72 LES students. In Column I is the number of LES students who scored at or below chance in Fall 1976. Column II contains the number of LES students who remained at or below the chance level in Fall 1977, and Column III contains the number of students who had improved sufficiently by Fall 1977 to score above the chance level. Although a higher percentage of LES students improved in the YRS program than in the TCS program, the difference is not statistically significant. As above, LES students do not consistently achieve more in one program than in the other.

Table 4-15

LES STUDENTS SCORING AT OR BELOW THE CHANCE LEVEL

	I Fall 1976	II Fall 1977	III Change
Grade 2			
TCS	13	10	3
YRS	13	7	6
Grade 5			
TCS	7	2	5
YRS	11	7	4
Grade 7			
TCS	24	20	4
YRS	4	4	0
Totals			
TCS	44	32	12(27%)
YRS	28	18	10(36%)

Conclusions

At the beginning of this chapter, we suggested that PVUSD was a particularly appropriate setting in which to attempt to answer the question: How does the YRS program affect student achievement? After much data collection and analysis, we now are able to conclude that the YRS program at PVUSD has little if any effect on student achievement. Data have been analyzed from several different samples of students, each defined to represent a particular population of interest--for example, disadvantaged students. All our analyses, however, produced the same result. Neither the year-round nor the 9-month program consistently produced larger achievement gains. The size of students' gains seemed to have little to do with whether the student was in a YRS program or a TCS program.

All the students in the longitudinal sample made substantial gains; the average percentile score increased in 11 out of 12 possible cases in Table 4-3. Moreover, even though the majority of students in both programs were below grade level (and the 50th percentile) at the beginning of our study, the average gain for both programs was 1 year or greater on the grade equivalent scale in both reading and mathematics in Grades 5 and 7.

The gains made by disadvantaged students were not quite as high, but they were not expected to be. The disadvantaged students in both programs made 12-month gains that were larger than those made by any similar group of disadvantaged students in the studies cited earlier in this chapter. Were it not for the large gains made by the comparison students, the gains made by the YRS disadvantaged students would be large enough to conclude that the YRS program had a dramatic effect on the achievement of disadvantaged students. However, the gains made by TCS disadvantaged students were just as large.

It is tempting to speculate on what caused such large gains. The TCS disadvantaged students had both state and federal bilingual programs and therefore many more bilingual teachers. The TCS disadvantaged students also had slightly more days of school than the YRS disadvantaged students (because a higher number of disadvantaged students attended summer school than intersession). The large 12-month gains made by TCS disadvantaged students could have been caused by either the bilingual program or the extra days of schooling. If the gains were so caused, then the large gains made by YRS disadvantaged students could, to some extent, be attributed to the year-round calendar. However, there is no way to verify that this line of reasoning is anything more than pure speculation. We must, therefore, conclude that the large gains were a function of a district-level phenomenon, and we cannot attribute them to anything more specific.

Finally, it should be noted that, although the YRS program did not have a positive effect on achievement, neither did it have a negative effect. The YRS program was not implemented in PVUSD to increase the achievement of students. Rather, it was implemented to alleviate overcrowded classrooms and to eliminate double sessions without increasing the cost of education. In light of the results of our cost analysis (see Chapter 3), we can conclude that the YRS program has accomplished its primary goal without adversely affecting the quality of education in PVUSD.

5 SOCIAL IMPACTS

The third component of our study of PVUSD's year-round schools program is assessment of social impacts. PVUSD is typical of school districts in that the YRS Study Commission identified financial and educational considerations as its primary criteria in reviewing alternative solutions to the problem of overcrowded classrooms. The Commission also recognized, however, that social considerations are an essential aspect of the feasibility of introducing year-round schools into a community accustomed to the traditional 9-month schedule. Pointing out that serious resistance from parents, teachers, or community inevitably resulted in rejection or early abandonment of year-round programs, the Commission recommended that the district undertake an information campaign to acquaint these groups with the basic features and potential benefits of the 45-15 YRS calendar and that parent, teacher, and community support be assessed before the final decision was made.

Our evaluation of the social impacts of PVUSD's YRS program focuses both on assessing the extent to which the YRS program has been accepted by parents, teachers, and the community, and on examining perceptions within these groups of what the overall effect of the YRS program has been on students, parents, teachers, school operations, and the community at large.

Many educational innovations have relatively little immediate impact outside the classroom or school. In such cases, children are identified as the intended beneficiaries; if children are shown to benefit and parents and teachers generally support the program, the innovations are considered successful. Introduction of a year-round program, on the other hand, is assumed to have significant consequences that extend beyond the school to include the family, local businesses and recreational programs, and the community in general. In their review of alternative YRS models, Rice et al. (1975) identify a number of arguments that have been made for and against the 45-15 YRS program. Among the supporting arguments, they list the following social considerations:

- Children and parents have a wider variety of vacation options.
- Recreation and work facilities are less crowded during the summer.
- Summer vacations under the traditional schedule are too long, boring, and wasteful to students.
- Because all children are not out of school at the same time, there is less juvenile delinquency, including shoplifting and vandalism.

As arguments that have been put forth against YRS programs, they include:

- It contributes to unrest in the community.
- Summer programs organized by other community agencies are disrupted.
- Family life is disrupted (for example, family vacations are more difficult to schedule).
- Special hardships are created for families with children in different attendance groups (for example, arrangements must be made for babysitters during multiple vacation periods).

We addressed these issues through interview surveys of parents and community representatives and a questionnaire survey of teachers.

We assume that the social considerations identified by Rice are particularly important in shaping parent and community reactions to YRS programs. Where the benefits of having children in school all year long are seen as outweighing any negative consequences, parents and other community members are likely to support the year-round program. If, on the other hand, YRS programs create major disruptions to family vacation planning or to operations of local businesses and recreational programs, support from these groups is unlikely. Impacts on the family were a major focus of the parent survey; impacts on local businesses and recreation programs were the major topic of the community survey.

The parent and teacher surveys also explored other factors expected to influence acceptance of YRS programs. We assume that parent opinions are affected by their perceptions of educational impacts on their own children. For this reason, we included several questions related to parents' satisfaction with their children's academic and social development in the parent survey. Among teachers we assume that impacts on classroom- and school-level operations, educational impacts, and personal impacts on the teachers themselves are important considerations in determining whether YRS programs will be accepted. The teacher survey included a number of questions concerning the "relative advantage"[*] of YRS programs in these areas.

Most previous studies of YRS programs have examined attitudes of YRS teachers and parents of participating children. Our surveys were broader in scope; they also included samples of TCS parents and teachers. Specifically, the teacher survey was targeted to three groups: (1) teachers in the year-round program, (2) teachers in 9-month traditional programs at year-round schools, and (3) teachers at the three schools with TCS programs that were used as comparison schools in the study of educational impacts. The parent survey was directed to parents of children in the testing sample--that is, to parents of children in Grades 2, 5, and 7 who: (1) were in the YRS program, (2) were in a traditional track at a year-round school, or (3) attended one of the three comparison schools.

Inclusion of TCS parents and teachers gave us a broader base of opinion from which to assess support for the year-round schools program in PVUSD. It also allowed us to compare attitudes and perceptions between teachers and parents who have had as much as 5 years of personal experience with YRS and teachers and parents in the same community who have not been directly involved in the year-round program.

The remainder of this chapter is organized into three sections. First we present results from the parent survey. Second we discuss findings from the survey of teachers. Finally we discuss the community survey.

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[*] See Rogers and Shoemaker (1971) for a discussion of relative advantage in the context of diffusion of new practices. Relative advantage refers to the extent to which the individuals most affected by a new program or practice see it as an improvement over current practices. The greater a new program's perceived or relative advantage, the more likely it is to be accepted.

The Parent Opinion Questionnaire

In August and September 1977 we conducted telephone interviews of 943 parents with children in the Pajaro Valley Unified School District.* Because one objective of the parent survey was to collect socioeconomic data and other background information for use in analysis of students' achievement test scores, parents were considered candidates for an interview only if they had a child in our longitudinal sample. The interviews ranged in length from 20 minutes to 1 hour, averaging about 30 minutes. The person interviewed was usually the child's mother (81%), although fathers constitute 14% of the interview sample. Only 5% of the interview subjects were persons other than the child's mother or father (e.g., grandmother, stepmother). Two-thirds of the interviews were conducted in English, with the remainder in Spanish (30%), a combination of Spanish and English (2%), or Portuguese (1%).

The major issues of interest in our survey of parents included:

- Their children's academic and social development. (Are YRS parents more or less satisfied with their children's progress than TCS parents?)
- Children's adjustment to the year-round schedule.
- Opinions of the year-round program. (Should the year-round program be continued? Do parents prefer the YRS program to the TCS program? To double sessions? To financing construction of new schools?)
- The educational, social, and financial impacts of the YRS program.
- Impacts of the YRS program at the family level. (Does the loss of the extended summer vacation keep children from participating in traditional summertime activities? Is planning a family vacation harder or easier when children attend year-round schools?)
- Advantages and disadvantages of year-round schools.

Results of the parent survey are presented below.

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*Additional details concerning the parent survey, including a description of the respondent sample and a summary of responses to each question on the interview is provided in Appendix C.

Parents' Satisfaction With Their Children's Academic and Social Development

Table 5-1 shows that most parents interviewed are generally satisfied with their children's academic progress and social development. Four out of five parents think their children are making satisfactory progress in reading and math. More than 9 out of 10 are satisfied with their children's self-image and ability to get along with others. Parents perceptions of their children's attitudes toward school are displayed in Table 5-2. Again the results are positive, with 90% of the parents reporting that their children enjoy school. The data presented in Tables 5-1 and 5-2 indicate that positive opinions of their children's academic growth and social development are equally widespread among parents and children in both the YRS and TCS programs at PVUSD.

Table 5-1

PARENT SATISFACTION WITH CHILD'S ACADEMIC PROGRESS AND SOCIAL DEVELOPMENT

	Percentage of Parents Satisfied		
	YRS Parents	TCS Parents	Combined
Reading	79%	82%	81%
Math	76	82	79
Ability to get along with others	93	94	93
How he-she feels about himself/herself	93	95	94

Table 5-2

PARENT REPORTS OF CHILDREN'S ATTITUDES TOWARD SCHOOL

Parent Report	YRS Parents	TCS Parents	Combined
Child generally likes school	91%	88%	89%
Child is happy about going to school most days	91	92	92

Children's Adjustments to the Year-Round Schedule

Proponents of year-round schools have argued that many children become bored during the traditional summer vacation, particularly during the later weeks, and that children will be more likely to keep busy during vacations if they are given shorter, more frequent breaks. Opponents of YRS programs, on the other hand, have suggested that children do not like being at school while some of their friends are on vacation and vice versa, and that children will be especially unhappy about attending school during the summer. Critics have also argued that children will not like changing classrooms at the beginning of each 9-week attendance period.

The data in Table 5-3 suggest that both the positive and negative claims may be somewhat exaggerated.

Table 5-3

PARENT REPORTS OF THEIR CHILDREN'S ADJUSTMENT TO THE YRS PROGRAM

Parent Report	YRS Parents	TCS Parents
During vacations, child is usually		
Bored	24%	22%
Busy	67	65
Mixture of both	9	13
	100%	100%
The YRS program keeps children busy during the summer	87%	56%
Child is bothered by going to school when others are on vacation	18%	(not asked)
Child's reaction to changing classrooms at the start of new attendance periods		
Bothered by the change	14%	(not asked)
Not affected	70	
Likes the change	16	
	100%	

Nearly two-thirds of the parents in each group believe that their children keep themselves relatively busy during vacations. Boredom is neither alleviated nor aggravated by the introduction of frequent short vacations. Further, fewer than one in five YRS parents believe their children dislike attending school when others are on vacation. Finally, most YRS parents believe that changing classrooms has no effect on their children. Of the rest, about as many parents report that their children like changing classrooms as find the change disruptive to their children.

Parents' Opinions of the Year-Round Program

We approached assessment of parents' opinions of the YRS program from three somewhat different perspectives.

(1) Recommendation regarding continuation of PVUSD's 45-15 program. Parents were asked whether the YRS program should be expanded to include more schools, reduced to include fewer schools, or continued at the same schools. We assume that parents recommending continuation at the same schools have generally accepted YRS, and that a recommendation for expansion constitutes a strong endorsement.

(2) Comparison of YRS with alternatives. Parents were asked to compare YRS with three alternatives--the traditional 9-month schedule, double sessions, and construction of additional schools (which would necessitate increases in property tax). These items give us an indication of parents' preferences.

(3) Comparison of the suitability of YRS to TCS programs for children who have been in both. Parents whose sample children had attended school under both programs were asked which is more suitable. This question gives an indication of parental preferences based specifically on personal experience with the two schedules.

Acceptability and Continuation--Response patterns to the question of continuing YRS in PVUSD are displayed in Table 5-4. Overall, 82% of the parents recommend continuing the program at its current level or expanding it into additional schools. In other words, four out of five parents apparently consider YRS acceptable; almost half feel the program should be expanded. Acceptance and endorsement are substantially higher among YRS parents. As we might expect, acceptance is least widespread among

Table 5-4

PARENT RECOMMENDATIONS REGARDING CONTINUATION OF THE YRS PROGRAM IN PVUSD

Parent Recommendation	YRS Parents	TCS Parents: Children in 9-Month Schools	TCS Parents: Children in Year-Round Schools	Combined
YRS should be expanded to include more schools	56%	32%	15%	45%
YRS should be continued at the same schools	34	44	29	37
YRS should be reduced to include fewer schools	10	24	56	18

parents with children in traditional tracks at year-round schools;[*] half those parents favor reduction or discontinuation of the YRS program.

Among those parents who recommend expansion of the YRS program to additional schools, the most frequently cited reasons are alleviation of overcrowding (21%), general endorsement of the YRS program (9%), and belief that all schools should be on the same schedule (8%). Of those who prefer continuation at the current level, 52% cite the importance of allowing parents a choice between YRS and TCS programs. Among parents recommending reduction or discontinuation, 32% believe that few people like the YRS program; 16% think that most parents prefer the TCS program.

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[*] Throughout the remainder of this section, we distinguish between two groups of parents with children in TCS programs. The first group consists of parents whose sample children attend one of the three comparison (i.e., traditional 9-month calendar) schools. We generally refer to this group as "parents of children at traditional-calendar (or 9-month) schools." The second group consists of parents with children in a TCS program at a year-round school; we refer to this group as "parents of TCS children at year-round schools." Where we refer to "TCS parents" in general, we include both groups. "YRS parents" refers to parents with children in the year-round program.

YRS Program Versus Alternatives--A somewhat stricter test of parents' acceptance entailed asking them to choose between the YRS program and various alternatives; parents' preferences are displayed in Table 5-5. Although a fairly substantial proportion of parents with children in TCS programs generally endorse continuation of the YRS program in the district (see Table 5-4, above), a clear majority still prefer the TCS program. YRS parents, on the other hand, prefer the year-round program over the traditional 9-month schedule.

Table 5-5

PARENTS' COMPARISON OF THE YRS PROGRAM TO ALTERNATIVES

		TCS Parents	
	YRS Parents	Children in 9-Month Schools	Children in Year-Round Schools
45-15 YRS versus TCS			
Prefer 45-15 YRS	72%	14%	13%
Prefer TCS	23	76	83
No preference	6	9	4
YRS versus double sessions			
Prefer YRS	89	64	56
Prefer double sessions	7	19	26
No preference	3	17	19
YRS versus building schools (with increased property tax)			
Prefer YRS	72	41	30
Prefer building schools	23	39	51
No preference	5	20	19

Parents were also asked to compare the YRS program with the other solutions to overcrowded classrooms--double sessions and construction of new schools. Most parents consider double sessions to be less acceptable than the YRS program. Even among parents with children in 9-month programs at year-round schools, only one in four think double sessions are preferable. The second alternative--construction of new schools--is more acceptable than double sessions to both YRS and TCS parents. However, building new schools requires increasing property taxes, and PVUSD taxpayers' consistent rejection of proposed tax increases was an important factor in the district's decision to adopt a YRS program.

Among YRS parents, opinion runs three to one in favor of using existing facilities year-round rather than raising taxes to build new schools. Among parents of children in 9-month schools, opinions are evenly divided. Only parents of children in 9-month programs at year-round schools tend to prefer construction of new schools.

Examination of response patterns across all three questions suggests that most YRS parents support year-round schools over all three alternatives. The one in four who prefer the TCS program report that they would support increased taxes to build new schools. Most TCS parents prefer the TCS program, but only about half are willing to pay for the additional schools that would be needed if the YRS program were discontinued.

Suitability of YRS and TCS Programs--A subset of parents reported that their sample children had experience in both year-round and 9-month programs. These parents were asked which program was more suitable. The response patterns shown in Table 5-6 indicate that parents tend to prefer their children's current program. Response patterns are almost identical for YRS and TCS parents. However, the response base for the year-round group represents 60% of all YRS parents interviewed, whereas the subset of TCS parents whose sample children have attended school under both schedules represents only 16% of the entire TCS sample.

The Impacts of the YRS Program

Parents' perceptions of the educational, social, and financial impacts of year-round schools at the community level are displayed in Table 5-7. A substantial majority of YRS parents believe that the year-round schedule has led to improved programs and has provided a better education for migrants. Parents of children in TCS programs are less

Table 5-6

OPINIONS ON THE SUITABILITY OF YRS AND TCS PROGRAMS BY PARENTS OF CHILDREN WITH EXPERIENCE IN BOTH

Parent Opinion	YRS Parents*	TCS Parents*
Year-round is more suitable	63%	24%
Traditional is more suitable	24	65
There is no difference	13	10
Total respondents	291	78

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*Current status. This sample includes only parents whose sample children have been in both YRS and TCS programs.

Table 5-7

PARENTS' PERCEPTION OF EDUCATIONAL, SOCIAL, AND ECONOMIC IMPACTS OF THE YRS PROGRAM

		TCS Parents	
Parent Opinion	YRS Parents	Children in 9-Month Schools	Children in Year-Round Schools
YRS helps to improve school programs	76%	52%	29%
YRS provides migrants with a better education	77	65	50
YRS keeps children busy during the summer	91	83	79
YRS lowers juvenile crime	75	53	27
YRS saves money for the community	76	53	33

likely to perceive broad-based educational benefits. However, like YRS parents, they do see educational benefits for migrants.

In a paper focused specifically on education for migrant children in PVUSD, James Baker (1976) contrasts the school experiences of migrant children under YRS and TCS programs.* Under the traditional schedule, migrant children residing in the district from April through November receive an average of 77 days of regular instruction and 39 days of summer school, for a total of 116 days. Migrant children in the YRS program attend an average of 111 days of regular instruction and 35 days of intersession during the same period, for a total of 146 days. While TCS migrant children typically receive instruction in three different settings (spring, summer, fall), YRS children are placed in one attendance group and remain together for the entire period. The increased time in school, together with the continuity of instruction made possible under the YRS program, may help to explain the high level of agreement among YRS and TCS parents that migrant children have benefited from the year-round program.

With regard to social impacts, most YRS parents believe that the year-round program keeps children occupied during the summer and (possibly as a result) lowers juvenile crime. TCS parents also tend to endorse these social benefits, although agreement is less widespread, particularly among parents with children in the 9-month programs at year-round schools.

Finally, a substantial majority of YRS parents perceive economic benefits to the community: three-fourths believe that the YRS program saves money. Only half the TCS parents agree. Our study of economic impacts shows that the YRS program has in fact resulted in a net saving to the district. Given that the potential for saving money was a primary consideration in the district's decision to implement a year-round program and that almost half the TCS parents surveyed continue to appear reluctant to pay for construction of new schools, greater recognition of the savings actually realized under the YRS program might lead to broader acceptance and support, particularly among TCS parents.

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*Our examination of educational impacts of the YRS program showed no significant differences between achievement gains made by migrant children in the YRS and TCS programs.

Impacts of the YRS Program on the Family

Critics of year-round schools have argued that the loss of the extended summer holiday creates problems for planning family vacations and prevents children from pursuing such traditional summer activities as camp, recreation and athletic programs, and (for older children) summer jobs. Advocates of year-round schools, on the other hand, have suggested that the traditional 3-month summer vacation is hard on parents as well as children and that families with children in YRS programs have more flexibility in planning vacations since they can travel during any season of the year. To address these issues, we asked parents about their children's activities during the summer and compared responses from YRS and TCS parents. We also asked YRS parents whether their children's school schedule had affected family vacations and, if so, how.

Fifty-two percent of the TCS parents believe that their children like to do things during the summer that they could not do during the 3-week vacations provided under the PVUSD 45-15 YRS program. The activities most frequently identified by TCS parents are sports (12%), work (10%), and travel to distant places (5%). However, only 38% of the YRS parents believe their children are prevented from doing things they like during the summer. Specific activities most often identified by YRS parents as being affected are sports (14%), camping (5%), and travel to distant places (4%).

Data showing reported differences between the actual summer activities of YRS and TCS children are shown in Table 5-8.

The largest difference between the two groups is in the proportion of seventh graders who had summer jobs, which is substantially higher for TCS children. YRS children, on the other hand, were more likely to attend intersession programs than TCS children were to participate in summer

Table 5-8

PARENT REPORTS OF SUMMER ACTIVITIES OF THEIR YRS AND TCS CHILDREN

Activity Reported	YRS Parents	TCS Parents
Children traveling for more than 1 week	38%	44%
Children traveling away from home for more than 3 weeks	10	16
Children with full- or part-time jobs (seventh graders only)	28	49
Children attending summer camp	8	8
Children participating in YMCA/community activities	42	35
Children participating in summer school/ intersession	36	21

school.* The proportions of YRS and TCS children traveling away from home, going to camp, and participating in community recreation activities are similar. Relatively few children in either group took vacation trips longer than 3 weeks. These data indicate that the lack of a 3-month summer vacation has not prevented children in the YRS program from traveling, going to camp, and participating in most other summertime activities.

Table 5-9 explores further the issue of family vacation planning. Relatively few YRS parents consider vacation planning more difficult under the year-round schedule. Only 21% report that they were prevented from taking vacations that would have been possible if their children were in a traditional 9-month program. By contrast, half the YRS parents report that their opportunities for travel have increased under the YRS program.

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*The 36% of YRS children attending intersession programs includes some children who participated in intersession classes at other times of the year. The other questions in Table 5-8 refer specifically to summertime activities.

Table 5-9

REPORTS OF YRS PARENTS ON IMPACTS
OF THE YRS PROGRAM ON FAMILY VACATIONS

Having a child in YRS has made planning vacations	
Easier	38%
About the same	39
More difficult	23
	100%
YRS has kept the family from going on vacations or visits possible under TCS	21%
YRS has enabled the family to go on vacations not possible under TCS	49%

Opponents of year-round schools have argued that parents have greater difficulty securing child care for the relatively short off-season vacation periods. YRS parents in PVUSD have generally not found this to be true; 29% believe it is easier to find child care under the YRS program, and 46% have found no difference between YRS and TCS programs.

Child care patterns reported by YRS and TCS parents are shown in Table 5-10. The patterns are quite similar for the two groups. Although parents of YRS children are more likely to make use of sitters or child care facilities, still 9 out of 10 report that their children look after themselves or child care is provided within the family.

Table 5-10

YRS AND TCS PARENT REPORTS OF
CHILD CARE PATTERNS DURING VACATION PERIODS

Major Source of Child Care	YRS Parents	TCS Parents
Child looks after self	22%	21%
Mother/father	59	63
Other relative	10	11
Intersession, day care, sitter, other	9	5

We found no substantial differences between YRS and TCS parents on reported participation in school activities. YRS parents were somewhat more likely to have visited their children's school during the past year (90% YRS, 79% TCS), but about equally likely to have done volunteer work in their children's classrooms (14% YRS, 15% TCS) or school (29% YRS, 22% TCS).

Critics of YRS programs have argued that families with children on different schedules will experience particularly severe disruptions. Forty percent of the YRS parents report having children on different school schedules--for example, an elementary school child in the YRS program with an older brother or sister in high school (which operates under the TCS program). Even within this group, only 24% consider planning family activities much more difficult; 44% report that such planning is no more difficult even though their children have different school schedules.

Finally, we examined socioeconomic data from the parent survey to determine whether differences in parent education, income, and occupation might be related to differences in attitudes toward the YRS program or impacts of the program. Although the SES variables were highly intercorrelated, they were not directly related to differences in reported impacts of the YRS program or to variations in attitudes toward the program, either for the overall parent sample or for the subset of YRS parents only.

Advantages and Disadvantages of the YRS Program

In two open-ended questions, parents of children in the YRS program were asked what they like and dislike about year-round schooling. The most frequent comments regarding positive features of the YRS program were:

Vacation schedules/short vacations	41%
Children retain more over vacations	20
Improved education	19
Children are kept busy	13
Children don't get tired of being home	12
There is nothing I like	11

There were fewer comments and less agreement about the drawbacks of the YRS program. Moreover, half the parents either reported no disadvantages or made no response. The most frequent responses concerning disadvantages were:

Vacation schedules/planning vacations	17%
Having children on different tracks	5
There is nothing I don't like	50

Changes in YRS Parents' Attitudes Over Time

Because PVUSD included surveys of YRS parents in its own evaluations of the year-round program, we were able to examine changes in parents' attitudes over time. There are five relevant survey points:

- May 1972, two months before the start of the YRS program (pre-YRS).
- September 1972, three months after the program began (early in first year).
- June 1973, after one full year of the YRS program (end of first year).
- May 1975, after three years of the YRS program (end of third year).
- August 1977, after five years of the YRS program (end of fifth year).

The two issues listed in Table 5-11 are among the more controversial areas addressed in the parent surveys.* On both issues the level of parent support for the YRS program has increased substantially since the beginning of the program. Before the YRS program was introduced, a substantial minority of parents expected that the new schedule would interfere with family vacations. Once the YRS program began, however, the proportion who actually experienced problems in scheduling vacations declined steadily. The proportion of parents who believe that the YRS program saves money has doubled, although 40% remain uncertain.

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*Because the PVUSD surveys were targeted to YRS parents only, we have excluded from Table 5-11 the TCS parents in the SRI fifth-year survey. All five data points reflect the opinions of YRS parents only.

Table 5-11

COMPARISONS OF YRS PARENT ATTITUDES FROM 1972 TO 1977

Does the 45-15 program interfere with vacations?

	Pre-YRS	Early in First Year	End of First Year	End of Third Year	End of Fifth Year
Yes	38%	33%	29%	26%	21%
No	56	66	64	73	79
Don't know	6	2	7	1	0

Do you feel 45-15 year-round schooling saves money?

	Pre-YRS	Early in First Year	End of First Year	End of Third Year	End of Fifth Year
Yes	23%	32%	Not asked	31%	46%
No	39	26		31	14
Don't know	38	41		38	40

Summary of Parent Interview Findings

Satisfaction with their children's academic and social progress is equally high among YRS and TCS parents. Most TCS parents appear to have accepted the presence of the year-round program in their district, preferring it to double sessions or increased taxes for construction of new schools. However, they prefer to keep their own children in traditional 9-month programs. As we would expect, the group most opposed to the YRS program is parents of children enrolled in 9-month programs at year-round schools. (These parents have specifically requested that their children not be in the year-round program.)

Acceptance of the year-round program is very high among YRS parents; 72% prefer it to the 9-month schedule. Most report that their children have little difficulty adjusting to changes in classrooms or to attending school during the summer. YRS parents are likely to report that the year-round schedule has increased, rather than decreased, family vacation opportunities.

According to PVUSD parents, school schedule appears to have had relatively little impact on how children spend their vacation time. Children are no more likely to be bored during long than during short vacations, and the percentages who travel, go to camp, or use community recreation facilities during the summer are similar in the YRS and TCS program samples.

We conclude that the majority of parents have accepted the YRS program and that most parents of children in the program have come to prefer it over the TCS program. Few YRS parents report negative impacts on their children, the families, or the community in general. By contrast, there is widespread agreement among YRS parents that the program has produced benefits to children and parents alike. Even among TCS parents we find substantial agreement that the 3-month summer holiday produces wear and tear on parents.

It is unrealistic to expect that any new school program will win unanimous support from parents, particularly in instances where family routines and vacation schedules are directly affected. Data from the parent survey suggest that for most YRS parents the adjustment to the change in school schedule has been relatively easy and that perceived benefits of the YRS program generally outweigh any negative consequences. The minority who remain opposed have the option of requesting that their children be placed in a traditional 9-month program, usually without changing schools.* To date, this option has been exercised by relatively few parents (among our interview sample, only about 1 in 10 parents of children attending a year-round school has enrolled his or her child in a TCS program). Our data suggest that parents are not likely to request that their children be transferred out of a YRS program.

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*Only one of the five year-round schools in PVUSD does not provide a traditional 9-month program as an alternative.

The Teacher Opinion Questionnaire

Teachers' attitudes toward PVUSD's year-round program, and their perceptions of its impacts, were assessed through a questionnaire survey administered in Spring 1977. Previous studies of teachers' attitudes toward YRS programs have usually focused exclusively on faculties directly involved in implementation of such programs (see, for example, the Valley View and La Mesa-Spring Valley evaluation reports). For the current study, this focus was expanded to include teachers at the three comparison schools as well as the five year-round schools. This allowed us to examine similarities and differences between year-round and traditional-schedule teachers. Where most previous studies have examined teacher attitudes toward the YRS program before its introduction or during the first year or two of its implementation, this study has also provided an opportunity to examine teacher perceptions in a school system that has had 5 years of experience with the year-round schedule.

Because four of the year-round schools included a traditional track, the survey actually included three groups having different levels of contact with the year-round schedule: (1) faculty teaching in a YRS program, (2) faculty teaching in a TCS program at a school with a YRS program, and (3) faculty at a traditional-calendar school. Of the three groups, obviously the first has had the greatest exposure to YRS. These teachers and their students have been directly involved in the program, some for as long as 5 years. We assume that teachers in the second group have some ongoing contact with the program because they are based at year-round schools. Even though their own schedules follow the traditional calendar, they have been exposed on a daily basis to teachers working under the year-round calendar and to the impacts of a year-round schedule on school-level operations and activities. The third group, we assume, has relatively little continuing contact with the year-round program, since it is not being implemented in their schools. Inclusion of all three groups in the survey made it possible for us not only to examine differences between the attitudes and perceptions of YRS and TCS teachers but also to explore differences between TCS teachers having greater or less familiarity with the YRS.*

We found no important differences between YRS and TCS teachers in terms of demographic characteristics, including age, sex, ethnicity, training, and length of teaching experience. The average teacher respondent reported 12 to 13 years of teaching experience, of which about three-fourths (9 to 10 years) was in the Pajaro Valley district and about half at the respondent's current school. Eighty-five percent of the YRS teachers had taught under both programs at some point in their careers. On the other hand, only 15% of the TCS teachers had personel experience with the year-round program.

Proponents of YRS programs have argued that the year-round schedule offers advantages to the teacher, including greater flexibility in planning vacations and opportunities for full-time employment. Critics have suggested that teacher opposition to YRS will lead to higher faculty turnover rates. Our survey examined both teachers' attitudes toward the YRS program and their perceptions of its impacts on themselves, their students, classroom- and school-level operations, families, and the community.

We assume that many factors may be related to a teacher's attitudes toward a YRS program or any other innovation introduced into his or her school. In addition to the teacher's perception of program impacts, we would include general conditions at the school, or "school climate." Specifically, we assume that teachers working at schools where morale is high among faculty, students, and parents are more likely to report favorable attitudes toward their current program than are teachers who have unsatisfactory working conditions. However, if relationships between school climate and attitudes toward the YRS program are found in the data, we must be cautious in drawing inferences about causality. Although morale and other climate factors may influence teachers' attitudes toward school programs, it is also likely that attitudes toward the program effect school climate.

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*Details of the survey methodology and teacher samples and a summary of responses to each question on the survey are presented in Appendix D.

The following subsections present the survey findings, covering the factors considered relevant to teachers' attitudes toward a YRS program as well as the attitudes themselves.

Choice of Schedule

Overall, 62% of the teachers surveyed reported that they had been given some choice between the YRS and TCS programs. The proportion indicating that they could have chosen to teach under the other program was somewhat higher for TCS teachers than for YRS teachers, and highest for subset of TCS teachers who were based at year-round schools. Specifically, 86% of the TCS teachers at year-round schools reported that they had been given the option of teaching under the year-round program; 64% of the teachers based at 9-month schools reported having the same choice. Fifty-six percent of the YRS teachers indicated that they could have chosen the 9-month program. However, teachers at year-round schools who wanted to teach in a TCS program were advised by the district that they might have to transfer to a different school and teach in a different grade level or subject area.

Faculty Turnover Rates

Table 5-12 shows no significant difference between faculty turnover rates for YRS teachers and for TCS teachers based at the comparison schools. In both groups about 70% of the teachers have been teaching in the district since before the YRS program began, and most have been at their current school since the program began. Teachers in TCS program at year-round schools show a substantially higher turnover rate. Although 64% have been in the district for more than 5 years (i.e., since before the YRS program), almost two-thirds transferred to their current school within the past 5 years. Two conclusions are suggested by these data. Most teachers in TCS programs at year-round schools have changed schools at least once since the start of the program. Since almost 9 out of 10 of these teachers report that they could have chosen to teach in the YRS program, we conclude that this small group of teachers prefers the TCS program enough that they will transfer to a different school to avoid teaching on the

Table 5-12

PROPORTION OF TEACHERS TEACHING IN THE SAME SCHOOL OR IN PVUSD
BEFORE THE INTRODUCTION OF THE YRS PROGRAM

Respondent Group	Percentage at Same School Before YRS Program Began	Percentage in PVUSD Before the YRS Program Began
Teachers in the YRS program	64%	70%
TCS teachers based at 9-month schools	54	69
TCS teachers based at year-round schools	36	64

year-round schedule. However, the fact that YRS teacher turnover rates are the same as the rates at the comparison schools indicates that the YRS program has not driven large numbers of teachers away from their schools or the district. Most teachers based at year-round schools when the YRS program was introduced were willing to teach in the new program and have remained at the same school ever since.

The YRS Program and Teachers' Professional Development

A concern sometimes expressed is that year-round schedules make it more difficult for teachers to pursue their own education because they lose the extended summer vacation provided under the 9-month calendar. Our survey asked teachers about outside course work they had completed within the previous 12 months.

TCS teachers were, in fact, more likely then YRS teachers to use vacation periods for professional development. About 35% of the TCS group reported taking courses during summer vacation, while about 20% of the YRS teachers attended classes during their 3-week vacation periods. However, teachers in both groups were more likely to pursue their education in the evenings and on weekends than they were to use vacation periods for course work, and the proportion of teachers attending such classes was virtually identical in both groups. That is, 48% of the YRS teachers and 50% of the TCS teachers reported one or more evening or weekend courses within the past year.

Although YRS teachers have been somewhat less likely than TCS teachers to take outside courses, the year-round schedule has not prevented PVUSD's teachers from continuing their professional development. College and university calendars have become more flexible in recent years, and the availability of evening, weekend, and short courses has increased. Such courses can be accommodated within the schedules of teachers working under the year-round program. Evening and weekend courses have become more popular than summer school, even with TCS teachers. Given this finding, the question of whether participation in a YRS program prevents teachers from pursuing their professional growth through summer course work becomes a moot issue.

Teaching Assignments

Average class size did not vary significantly between YRS and TCS teachers. In both groups, the average elementary teacher taught 30 students; the average junior high teacher, 126 students in a school day.

A concern frequently voiced by teachers during the first year of PVUSD's year-round program was the prevalence of "combination" classes in the elementary schools. When the YRS program was adopted, each of the four elementary schools continued to serve children in kindergarten through Grade 6. However, there were not enough children within each grade level to form a class within each attendance group at each school. The solution used by PVUSD was "combination" classes, in which two or more grades share a classroom and a teacher.

This situation is fairly common in districts converting to the year-round calendar, and several courses of action are possible. One solution could be to reduce the number of grade levels served in a given school and expand its attendance boundaries accordingly. For example, two K-6 schools could be converted into a primary and a middle school. A second alternative would be to reduce the number of grades included in each attendance group. Both these alternatives have potential disadvantages, the first because it requires large numbers of students and teachers to change schools, and the second because it permits parents and teachers much less choice of attendance and vacation periods. The option selected by PVUSD has been used in the majority of other districts (e.g., La Mesa-Spring Valley) that have adopted 45-15 year-round programs.

In the case of PVUSD, the initial reaction to combination classes was generally negative, at least on the part of the teachers.* However, the use of combination classes in the year-round elementary schools was still prevalent at the time of our survey. That is, 83% of the YRS teachers taught two or three grade levels, while only 41% of the TCS teachers taught combination classes. (Most of the TCS teachers with combination classes were based at year-round schools.) Apparently most of the teachers' criticism of combination classes had subsided by the time of our survey. When asked to list the things they disliked about the year-round program, only 7% of the YRS teachers and 3% of the TCS teachers mentioned combination classes.

Combination classes are most likely to present problems when a district first converts to the year-round program. Asking teachers, students, and parents to adjust simultaneously to major changes in scheduling and grouping is asking much. How a district can increase the likelihood that these changes will be favorably received is not clear, but promoting the potential advantages of multi-age grouping to the community in advance and providing teachers with additional planning time and in-service training in team teaching and in dealing with children from different age and grade levels may be helpful.

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*Teacher representatives to a Winter 1972-3 meeting of the PVUSD Governing Board identified combination classes and neighbordhood tracking as two major criticisms of the program among YRS teachers (Watsonville Register-Pajaronian, December 1972).

Classroom Resources

Some critics of YRS programs have suggested that the administrative complexities created when as many as four groups of students attend school in staggered sessions may impede the delivery of materials, services, and other essential resources. If true, this criticism would represent a serious drawback of YRS programs, since such an effect could reduce the overall quality of the educational program. To examine this issue, we asked YRS and TCS teachers about the availability both of materials in a variety of subject areas and of assistance from aides, volunteers, and specialized resource personnel.

With regard to materials, we found no significant differences between response patterns for YRS and TCS teachers. Substantial (and similar) majorities of both groups reported that a wide variety of materials were available as needed to supplement basic texts--including art and music supplies, language materials, books for enjoyment, maps, and globes. In terms of support and resource personnel, there were few differences between YRS and TCS teachers. TCS teachers more often reported having instructional aides in their classrooms, but YRS teachers were more likely to report assistance from reading and math specialists and from parents (see Table 5-13). These data suggest strongly that delivery of resources has not been impeded by the year-round program. YRS teachers in PVUSD have [illegible] less access to materials and personnel than do TCS teachers.

Table 5-13

TEACHER REPORTS OF TYPES OF ADULT ASSISTANCE USED IN THEIR CLASSROOMS

Source of Assistance	Percentage of Teachers Reporting Assistance YRS Teachers	 TCS Teachers
Parent	22%	15%
Aide	33	44
Student teacher	14	12
Reading specialist	15	7
Math specialist	7	0

Contract Extensions

Many schools and districts converting to a year-round program have permitted teachers to extend their contracts beyond the number of days in the district's standard 9-month teaching contract. Teachers with extended contracts may be involved in intersession programs, or they may teach children from more than one track. Proponents of YRS programs have argued that contract extensions allow teachers to realize substantial increases in their annual salaries and help to elevate the status of teachers by making teaching a full-time profession, which is virtually impossible under a TCS program.[*]

The length of the average teaching contract was the same in the two respondent groups--176 days (which is the standard contract in PVUSD). However, one-third of the YRS teachers reported working under nonstandard contracts: 25% had extended their contracts beyond 180 days; another 8% were teaching under contracts shorter than the standard. (Some of these teachers were brought in for special intersession programs.) In general, the teachers with extended contracts were those with more seniority, both in the district and in the YRS program.[†] At several schools, one teacher was given an additional stipend to serve as "head teacher" or "lead teacher," assuming administrative responsibilities in the absence of the principal.[‡]

To gain additional insight into the impacts of contract extensions, we also asked YRS teachers how many days they wanted to work during the year and found that about 40% of the YRS teachers wanted nonstandard contracts (see Table 5-14). We compared actual and desired contract lengths for YRS teachers to develop an indicator of how many were generally satisfied with the lengths of their current contracts. The results were positive; 68% wanted contracts no more than 5 days longer or shorter than their actual contracts. Although over half the YRS teachers continue to teach under and prefer a 176-day contract, those who prefer a longer or shorter working year have options that would not be available to them in a TCS program.

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[*] Summer school programs provide TCS teachers with limited opportunities to supplement their regular teaching salaries. However, many teachers wanting to earn substantial extra income have looked for summer employment outside the school system.

[†] Even though the majority of teachers who extended their contracts were those with more seniority in the district, the cost study demonstrated that the net result of using nonstandard contracts was a saving in the district's operating costs.

[‡] Principals were also given the option of extending their contracts. However, not all of them chose to extend for the full 12 months. Hence, the "lead teachers" were used to fill in during principals' absences due to vacation or illness.

Table 5-14

LENGTHS OF ACTUAL AND DESIRED YRS TEACHING CONTRACTS

Number of Contract Days	Teachers with Actual Contracts	Teachers Desiring Contracts
Less than 175	7%	12%
175 to 180	68	59
More than 180	25	29

Teachers' Attitudes Toward Year-Round Schools

A major focus of the teacher survey was respondents' attitudes toward the year-round program and their opinions of its impacts on themselves, their students, school operations, and parents and community. A large portion of the survey asked teachers to compare the YRS and TCS programs. Since the substantial majority of the teachers surveyed had experience with teaching under the 9-month schedule, this approach provided the teachers with a common and familiar point of reference to use in expressing their opinions. At the same time, it allowed us to gain insight regarding teachers' perceptions of differences and similarities between the two programs as well as of the strengths and weakness of each.

When asked generally whether they preferred to teach under the YRS or the TCS program, most teachers selected their current program (see Table 5-15). Among TCS teachers, agreement was virtually unanimous--93% preferred the TCS program to the YRS alternative. Opinions were much

Table 5-15

TEACHERS' PREFERRED TEACHING AND VACATION SCHEDULES

	Percentage of Teachers	
	YRS Teachers	TCS Teachers
Preferred teaching schedule		
YRS program	53%	3%
TCS program	37	93
No difference	10	4
Total	100%	100%
Preferred vacation schedule		
YRS program	54	5
TCS program	41	92
No difference	5	3
Total	100%	100%

more divided within the YRS group: 53% expressed a preference for the YRS program, while 37% preferred the TCS program. (The remaining 10% selected the "no difference" option.)

As we might expect, preferred vacation schedule patterns are very similar to teaching schedule preferences. Most teachers who preferred the year-round teaching schedule also preferred its periodic 3-week vacations to the 3-month summer holiday. Conversely, most teachers who favored the 9-month teaching schedule preferred the extended summer break.

Responses to the teaching and vacation schedule preference items give us a general indication of the acceptability of the YRS program to the teachers surveyed. Other survey items addressed teachers' views of the impacts of the YRS program on classroom-, school-, and district-level operations, on pupils, and on parents and community. These items allow us to examine the issue of acceptability on several fairly distinct dimensions and to explore the particular advantages and disadvantages of the YRS program from the teacher's viewpoint. A number of these items focused on commonly held beliefs about particular strengths and weaknesses of YRS programs (see, for example, the listing of arguments for and against various YRS plans in Rice et al., 1975).[*]

Examination of the attitude items raises the issue of what standard should be used in judging teachers' attitudes toward the YRS program. Should we assume that it is acceptable to teachers only if they prefer it to the TCS program or indicate that it represents a distinct improvement? Or should we treat "no difference between YRS and TCS programs" as a positive response, because it suggests that the YRS program is no worse than the alternative program? For examining issues of the acceptability of the YRS program to teachers, we use the latter option. That is, we group responses preferring the YRS program together with "no difference" responses. Basically, we are making the assumption that the YRS program need not be better to be considered acceptable--it need only be no worse. We reserve the stricter standard for use in identifying the particular strengths and weaknesses (from the teacher's viewpoint) of each program.

Operations Under YRS/TCS Programs--The first group of attitudes items concerns classroom-level operations that affect teachers continually and directly--scheduling, discipline, students settling down after vacations, and so on. For each item, the percentage of respondents finding the YRS program acceptable is shown in Table 5-16.

All five items included in this table display the same pattern of responses: Positive views are most widespread among YRS teachers and least widely held among TCS teachers based at 9-month schools. Roughly two-thirds to three-fourths of the YRS teachers report that these aspects of classroom operations are at least no more difficult under the YRS program. TCS teachers from the year-round schools, though less positive than the YRS teachers, are consistently more positive than teachers at 9-month schools.

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[*] Results of an analysis examining the issue of causality are presented in Appendix D. This analysis attempted to determine whether preference for the YRS program teaching and vacation schedules was a better predictor of perceived impacts, or conversely, whether perceived impacts were better predictors of YRS teachers' scheduling preferences.

Table 5-16

TEACHERS' PERCEPTIONS OF CLASSROOM OPERATIONS IN THE YRS AND TCS PROCRAMS

	Percentage Choosing YRS Program or Indicating No Difference		
		TCS Teachers	
	YRS Teachers	In Year-Round Schools	In 9-Month Schools
More flexible working schedule	65%	58%	31%
Easier to schedule daily activities	61	31	22
Students settle down more quickly after vacations	67	36	17
Fewer discipline problems	73	62	32
Easier to provide extra remediation	77	58	56

The consistency of the response pattern across the three groups suggests that teachers' acceptance of the year-round program increases with their exposure to it. This pattern becomes even more significant when we recall that the majority of YRS teachers have had experience with both programs, whereas most TCS teachers have taught only under the 9-month schedule. In other words, the most positive responses emanate from the group that appears to be in the best position to draw comparisons based on personal experience.

Strenuousness of YRS/TCS Programs--A second set of attitudinal items pertains to the relative difficulty of teaching and learning under the two programs (see Table 5-17). There is substantial agreement that the YRS program is more difficult are more tiring for teachers, and a fairly high level of agreement that pupil absenteeism is higher under the YRS program.* Teachers in both YRS and TCS programs who are located at

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*Examination of PVUSD attendance records showed no significant difference between absentee rates of pupils in YRS and TCS programs.

Table 5-17

TEACHERS' PERCEPTIONS OF THE STRENUOUSNESS OF YRS AND TCS PROGRAMS FOR THE TEACHER AND STUDENT

	Percentage Choosing YRS		
		TCS Teachers	
	YRS Teachers	In Year-Round Schools	In 9-Month Schools
Greater absenteeism	53%	43%	50%
More tiring for teachers	68	54	81
More tiring for students	21	50	62
More difficult to teach	69	50	90

year-round schools are less likely to hold these views than are their colleagues from 9-month schools. However, the fact that two-thirds of the YRS teachers consider their current program more difficult and tiring for themselves suggests that teacher fatigue may be a persistent problem connected with the YRS program. A complaint voiced by some YRS teachers during the administration of the survey was that the 3-week vacations do not give teachers a sufficient break between sessions. It "takes one week to unwind from the previous session and one week to get ready for the next, so there is only one week of 'real' vacation." In response to a question on the survey, 70% of the YRS teachers indicated that they would prefer a YRS program with longer vacations than the 3-week breaks in the 45-15 program.

The finding that YRS teachers consider their schedule more strenuous than the 9-month school year should be interpreted in the context of other findings from the survey. For example, although two-thirds of the YRS teachers agree that the year-round schedule is more difficult and tiring for the teacher, only 37% express an overall preference for the traditional 9-month schedule. This suggests that what is easier or less tiring for the teacher may not be an overriding concern in determining whether YRS teachers find the YRS program acceptable. Apparently, teachers' preference for more frequent vacations outweighs the greater difficulty and strenuousness of teaching under a year-round schedule.

Very few YRS teachers consider the YRS program more tiring for students. These data suggest that YRS teachers consider the frequent but short vacations more restful for their students than for themselves. TCS teachers are less likely to make this distinction.

Educational Impacts--An earlier chapter of this report examined educational impacts of PVUSD's YRS program using data from a standardized achievement test. In this section we examine teachers' perceptions of the educational impacts of the YRS program, as reported in the teacher survey. As Table 5-18 shows, we asked teachers to compare the quality of education under the YRS program with that under two alternatives--the traditional calendar and double sessions. We also asked teachers for their opinions about the relative merits of the YRS and TCS programs for average, disadvantaged, and migrant students. The response data shown in Table 5-18 reflect the same overall pattern seen earlier. Specifically, positive views are widely shared among YRS teachers, three-fourths or more of whom regard the YRS program as at least equivalent to the TCS program in terms of quality and student benefits. Positive responses are less common among TCS teachers; again, the TCS teachers based at year-round schools are more likely to consider the YRS program educationally sound than are their colleagues at 9-month schools.

Table 5-18

TEACHERS' PERCEPTIONS OF EDUCATIONAL IMPACTS OF YRS

	Percentage Choosing YRS or Indicating No Difference		
		TCS Teachers	
	YRS Teachers	In Year-Round Schools	In 9-Month Schools
YRS versus TCS			
Higher quality of education	77%	56%	30%
Average student does better	77	58	26
Below average or disadvantaged student does better	81	33	23
Migrant student does better	85	56	30
YRS versus double sessions--higher quality of education	93	85	81

This pattern comes into sharper focus when we use the stricter acceptance criterion discussed earlier, which requires that teachers consider the YRS program superior to the TCS program. As Table 5-19 shows, YRS teachers are 10 times more likely than TCS teachers at 9-month schools, and about twice as likely as TCS teachers at year-round schools, to regard the YRS program as educationally superior for average and disadvantaged students.

A second pattern also emerges from these data. Relatively few teachers believe that the YRS program provides a higher overall quality of education than the TCS program or that it is better for the average student. Teachers are more likely to view the YRS program as educationally superior for disadvantaged or below-average students, particularly for migrant students. This pattern holds for all three groups of teachers. Even at 9-month schools, where only 2% of the respondents believe that the YRS program provides a higher quality of education, a surprisingly high percentage (30%) consider the YRS program superior for migrant children. Among YRS teachers, better than half consider the year-round program better for below-average or disadvantaged children, and two-thirds believe it is superior for migrant children.

Our survey also asked teachers to compare the quality of education provided under the YRS program with that provided under double sessions. Double sessions are another frequently used solution to overcrowding; before the introduction of the YRS program, about 10% of PVUSD's students were on double session. As we might expect, the teachers surveyed generally rate the YRS program more favorably against double sessions than against the TCS program. Most teachers at year-round schools consider the YRS program educationally superior. Still, 36% of the teachers at 9-month schools regard the YRS program and double sessions as generally comparable, and 19% believe double sessions are educationally superior.

The finding that most YRS teachers regard the year-round program as educationally sound and that many consider it superior to the TCS program for disadvantaged and migrant students sheds further light on YRS teachers' attitudes and preferences. The finding that more than one-half of

Table 5-19

TEACHERS RATING THE YRS PROGRAM OR ALTERNATIVES AS EDUCATIONALLY SUPERIOR

	Percentage Choosing YRS			Percentage Choosing Alternative		
		TCS Teachers			TCS Teachers	
	YRS Teachers	At Year-Round Schools	At 9-Month Schools	YRS Teachers	At Year-Round Schools	At 9-Month Schools
YRS versus TCS						
Higher quality of education	23%	11%	2%	23%	44%	70%
Average student does better	35	17	3	23	42	74
Below average or disadvantaged student does better	56	25	6	19	67	77
Migrant student does better	69	56	30	15	44	50
YRS versus double sessions--higher quality of education	76	70	45	7	15	19

the teachers located at 9-month schools believe double sessions are educationally comparable or superior to the YRS program suggests that a genuine resistance to the YRS program remains within a significant proportion of the teachers at 9-month schools.

District-Level Factors--We also asked teachers to compare the YRS and TCS programs on three district-level operational factors that affect them somewhat less directly and continuously than the classroom-level considerations discussed above. These are vandalism, cost per student, and coordination of extracurricular activities. The proportion of responses indicating acceptability of the YRS program in these areas is shown in Table 5-20. Proponents of YRS programs have argued that vandalism should be reduced when schools do not stand empty over the extended summer holiday. Although 38% of the YRS teachers and 23% of the TCS teachers believe that vandalism is lower under the YRS program, more than half the teachers report no difference between the effects of the two programs on vandalism. Both district staff and law enforcement personnel pointed out that vandalism has never been a serious problem in PVUSD. As such, there was relatively little reason to expect that the year-round program could produce a significant positive impact in this area.

Table 5-20

TEACHERS' VIEWS OF THE YRS PROGRAM'S IMPACTS ON DISTRICT-LEVEL FACTORS

	Percentage of Responses Indicating Acceptability of YRS		
		TCS Teachers	
	YRS Teachers	At Year-Round Schools	At 9-Month Schools
Vandalism (same or less under YRS)	90%	83%	76%
Cost per student (same or less under YRS)	35	56	29
Coordination of extracurricular activities (same or easier under YRS)	26	17	16

Contrary to fact, most teachers believe that per-pupil costs are somewhat higher under YRS. This belief is probably based on the assumption that operating costs increase more or less automatically when schools are kept open for more days during the year, because of contract extensions, maintenance costs, and the like. Our comparison of costs for YRS and TCS programs that are educationally comparable and that serve the same student population demonstrated that operating costs in PVUSD were actually lower under the YRS program (see Chapter 3). A substantial majority of the teachers surveyed also believe that coordination of extracurricular activities is more difficult when one-fourth of the student population is on vacation at any given time.

Family Preferences--YRS and TCS teachers expressed very different opinions regarding student and parent preferences and impacts of YRS on family vacation planning. With regard to student attitudes, we find the same response pattern seen earlier: Year-round teachers generally hold positive views regarding the YRS program, and TCS teachers based at year-round schools are more likely to express positive opinions than are teachers at 9-month schools. Specifically, 72% of the YRS teachers believe their students find the YRS program acceptable (they prefer it or consider it no different from the TCS program); however, 67% of the TCS teachers at year-round schools and 95% of the TCS teachers at 9-month schools believe students prefer the TCS program. About 80% of the YRS teachers believe most students like going to school in the summer; 60% of the TCS teachers disagree.

Almost three-fourths of the YRS teachers believe that parents of most of their students like the 45-15 year-round plan, about 90% of the TCS teachers think parents of their students generally dislike it. Related to parental preferences is the issue of family vacation planning. About half the YRS teachers believe families with children in the year-round program experience some difficulty in planning vacations; three-fourths of the TCS teachers share this view. Data from the parent survey discussed earlier in this chapter suggest strongly that such problems are less widespread than teachers think they are. Only about one-fourth of the YRS parents report difficulty in planning family vacations, whereas half have found that the YRS program has actually expanded their opportunities for vacation travel.

Advantages and Disadvantages of the YRS Program

We used two approaches to identifying specific advantages and drawbacks of the YRS program for teachers. The first approach made use of the survey questions that asked teachers to compare the YRS and TCS programs or to give an opinion about a specific aspect of the YRS program (e.g., packing and storing supplies at the end of each 9-week session). Areas in which half or more of the YRS teachers preferred the YRS to the TCS program or liked a specific aspect of the YRS program are considered to represent strengths or advantages of the program from the YRS teacher's perspective.

Using this approach we found that most YRS teachers: (1) prefer the YRS vacation schedule, (2) believe it is easier to provide extra remediation under the YRS program, (3) believe that migrant students do better under the YRS program, (4) think that the YRS program provides a higher quality of education than double sessions, (5) like establishing a classroom routine under the YRS program, and (6) expect that PVUSD's year-round program will continue for another 5 years.

To identify weaknesses or disadvantages from the teacher's perspective, we looked for areas in which most YRS teachers preferred the TCS program or disliked elements of the YRS program. We found general agreement that: (1) it is more difficult to teach under the YRS program, (2) the YRS program is more tiring for teachers, (3) it is more difficult to coordinate extracurricular activities under the YRS program, and (4) packing classroom supplies for storage during intersession is an unpleasant task.

A somewhat different perspective on the strengths and weaknesses of the YRS program was obtained through open-ended questions that asked teachers what they liked and disliked most about the year-round schedule. For YRS teachers, the most frequently listed advantages are:

- Vacations (frequency, timing, length, flexibility)--47%.
- Children's improved retention of material over the shorter vacation periods--12%.
- More efficient use of facilities--9%.

The primary disadvantages, according to YRS teachers, are:

- Packing supplies and moving to a new classroom for each 9-week session--42%.
- Communication problems caused by having one-fourth of the faculty and students on vacation at any time--13%.
- Lack of cohesion--13%.
- Shortness of vacation breaks--12%.

Both of the methods used to identify strengths and weaknesses of the YRS program suggest strongly that the program's most important single drawing card for teachers may be its vacation schedule. For a large proportion of YRS teachers, the benefits of the vacation schedule apparently outweigh the greater wear and tear of teaching in a YRS program.

Differences in Teachers' Attitudes and Perceptions Across Schools

It is clear from the previous discussion that there is some relationship between teachers' attitudes and the school and teaching schedule in which they work. The single factor most consistently associated with differences in teachers' attitudes is current teaching assignment. With respect to most issues examined by the teacher questionnaire, a majority of YRS teachers express positive views of their program; either they prefer the YRS program to the TCS alternative or they regard the two as no different. TCS teachers generally prefer the 9-month program; but within the TCS group, we find consistent differences associated with school assignments. Acceptance of the YRS program is more widespread among TCS teachers located in year-round schools than among their colleagues at 9-month schools.

Within the YRS group, we find differences across schools in two areas: (1) preferred teaching and vacation schedule and (2) impacts of the YRS program on classroom operations. With respect to teaching and vacation schedule preferences, a two-thirds majority prefers the YRS to the TCS program at three of the five year-round schools. At the other two schools, a two-thirds majority prefers the TCS program.

One of these two schools where most YRS teachers prefer the TCS program is the junior high school. It has been suggested that year-round programs pose special scheduling problems for secondary schools because departmentalized junior high and high schools are already more complex administratively than elementary schools. It may be particularly difficult to provide a range of elective courses in a year-round junior high school, where students have five different attendance schedules (four year-round groups and one 9-month group).

The other school at which most YRS teachers prefer the TCS program is the only year-round school in the district that does not offer a TCS program. In our discussion of the parent survey, we commented on the probable importance of providing a TCS option for parents strongly opposed to the YRS program. Most teachers at the elementary school without a TCS program indicated on the questionnaire that they could have taught in a TCS program. However, during the administration of the survey, there was general agreement among teachers at this school that if they transferred out of the YRS program they would not be assured of teaching assignments at the same grade level in another PVUSD school.

Within the YRS teachers' group, we also found differences across schools in the perceived impacts of the YRS program on classroom-level operations. Table 5-21 shows that responses from elementary school teachers were substantially more positive than responses from junior high school teachers on four of the five survey items related to classroom operations. Whereas responses from the elementary teachers indicate a substantial degree of acceptance, half or more of the junior high teachers have found scheduling and discipline more difficult under the YRS program. Only on the remediation item does a substantial majority of junior high teachers indicate acceptance.

One possible explanation for the apparent failure of the YRS program to gain widespread acceptance at the junior high school lies with several factors that we have grouped together under the heading "school climate."

Table 5-21

ELEMENTARY AND JUNIOR HIGH SCHOOL YRS TEACHERS' OPINIONS OF CLASSROOM OPERATIONS UNDER YRS AND TCS PROGRAMS

	Percent Choosing YRS or No Difference	
	Elementary	Junior High
More flexible working schedule	68%	55%
Easier to schedule daily activities	72	30
Students settle down more quickly after vacations	73	50
Fewer discipline problems	88	36
Easier to provide extra remediation	74	34

Issues such as faculty and student morale, adequacy of planning time available to teachers, and in-service training were included in the teacher survey to determine whether school climate differed significantly between the year-round and comparison schools. Because these items deal with school-level issues, we have grouped teachers by the type and level of school in which they teach. Thus, TCS teachers based at year-round schools are included with YRS teachers (see Table 5-22).

At the elementary level, there are few differences in the response patterns for teachers at year-round and 9-month schools. For both groups, 85% or more rate their school's teaching staff as "excellent" or "good," believe that parents and students like the school, agree that teachers are involved in decision making, and agree they are teaching at the school and grade level they prefer. Sixty-nine percent of both groups believe they have sufficient planning time. Somewhat lower ratings are given to district administration and in-service training. The two areas in which there is most spread between year-round and 9-month schools are adequacy of the physical plant and faculty morale.

The situation is different at the junior high level, where responses at the year-round school are substantially less positive than responses from the comparison school. The most striking disparity is in faculty morale, which is very low at the year-round school and quite high at the 9-month school.

Table 5-22

TEACHERS' SATISFACTION WITH THEIR SCHOOLS AND PVUSD

	Percentage of All Teachers at the Schools* Responding Positively			
	Elementary		Junior High	
	Year-Round Schools	9-Month Schools	Year-Round Schools	9-Month Schools
Teaching at the school I want	93%	97%	52%	97%
Teaching at the grade(s) I want	90	97	67	83
Sufficient time for planning and preparation	69	69	54	80
Teachers here have a voice in school decisions	91	87	65	93
Quality of school's teaching staff	94	97	88	93
Quality of district administration	52	42	30	64
Adequacy of in-service training	37	50	9	33
Adequacy of physical plant	47	84	46	67
Teaching staff morale	63	87	9	80
Students like this school	94	100	64	90
Parents are happy with this school	90	97	53	88

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*For this table, which deals with school climate issues, teachers are grouped according to the type and level of school at which they are located. Thus, TCS teachers based at year-round schools are grouped with YRS teachers rather than with TCS teachers at 9-month schools.

Two general conclusions are suggested by these data. First, at the elementary level, school climate is generally positive at both the year-round and the traditional schools. Apparently, the YRS program has not had adverse impacts on faculty morale at these schools. Second, at the junior high year-round school, which is characterized by comparatively low teacher acceptance of the YRS program, faculty morale and teachers' perceptions of student and parent morale are also quite low. We must be cautious in drawing inferences of causality from evidence that is basically correlational and that comes from a single year-round school. We thus cannot state definitively that a poor school climate assures negative teacher attitudes toward a YRS program, since it is likely that problems with implementing the YRS program have contributed to the low morale at the junior high school.

Although evidence from additional schools with YRS programs is needed before cause-and-effect conclusions about climate and attitudes can be drawn, the data do suggest that there is a relationship between teachers' perceptions of school climate and their attitudes toward the YRS program. Teachers who are based at year-round schools and who are generally satisfied with conditions at their schools tend to accept the YRS program, while those who report unsatisfactory conditions in general also tend to find problems with the year-round schedule and to prefer the TCS program. The comparison schools are characterized by extremely high morale and widespread satisfaction with general conditions. The TCS teachers' fairly consistent preference for the TCS program may result as much from their favorable attitudes toward existing conditions as from their lack of experience with operations under the YRS program.

Changes in Teachers' Attitudes Over Time

As noted earlier in this chapter, most surveys of teachers' attitudes toward YRS programs have been made either before the introduction of a year-round program or within the first year of implementation. By contrast, our study focuses on a program that was nearing the end of its fifth year at the time of the survey. However, PVUSD had previously conducted several teacher surveys as part of its own evaluation effort. Results from these earlier surveys can be compared with the questions we asked to ascertain how teachers' attitudes toward the YRS program have changed over time. The four time periods represented by the surveys are:

- May 1972, shortly after the decision to implement the YRS program in five district schools (pre-YRS).
- November 1972, about halfway through the first year of the YRS program (first year).
- May 1975, near the conclusion of the program's third year of operation (third year).
- April 1977, near the end of the fifth year (fifth year).

Although specific questions and formats varied, the surveys addressed several common issues. Since all surveys conducted by PVUSD were limited to YRS teachers, we have excluded data from TCS teachers in the SRI fifth-year survey.

Table 5-23 displays response patterns for teacher satisfaction with teaching assignment. Satisfaction with grade level or subject assignment is high at all three relevant survey points and shows an increase from the second 1972 survey to 1977.

Table 5-23

CHANGES OVER TIME IN YRS TEACHERS' REPORTED SATISFACTION WITH THEIR TEACHING ASSIGNMENTS

	Satisfied with Grade Level or Subject Assignment			
	Pre-YRS	First Year	Third Year	Fifth Year
Agree	75%	70%	Not asked	84%
Disagree	8	20	Not asked	14
Undecided	17	10	Not asked	2

Table 5-24 shows changes over time in teachers' perceptions of some impacts of the YRS program. The two 1972 surveys and the SRI survey asked about the quality of education under the YRS program. Initially, there was fairly widespread uncertainty whether the YRS program would be

Table 5-24

CHANGES OVER TIME IN YRS TEACHERS' PERCEPTIONS OF SOME IMPACTS OF YRS

	Pre-YRS	First Year	Third Year	Fifth Year: Compared with TCS Program	Fifth Year: Compared with Double Sessions
Higher quality of education under the YRS program					
Agree	23%	13%	Not asked	17%	63%
Disagree	29	53		56	20
Undecided	48	34		27	17
Higher student absenteeism under the YRS program					
Agree	48%	39%	Not asked	30%	
Disagree	12	23		26	
Undecided	40	38		44	
Lower vandalism under the YRS program					
Agree	39%	23%	19%	19%	
Disagree	15	33	43	30	
Undecided	47	44	38	52	
Increased recreational activities possible because of the YRS program					
Agree	76%	26%	28%	32%	
Disagree	11	30	59	51	
Undecided	13	44	13	17	
Higher per-pupil costs under the YRS program					
Agree	32%	35%	Not asked	40%	
Disagree	33	17		21	
Undecided	35	48		40	

educationally superior to the existing program;* after a few months of experience, teachers had become somewhat skeptical. It should be noted that the question is whether YRS represents an improvement over an unspecified alternative--presumably the situation existing before introduction of the YRS program. A response of "disagree" does not necessarily imply that the quality of education has declined under the YRS program. The SRI survey asked teachers to compare the YRS program with two specified alternatives--the TCS program and double sessions. Although the proportion endorsing the YRS program over the TCS program is fairly small, 63% believe that YRS is superior to double sessions. Recalling that double sessions were used in these schools before the YRS program began, it appears that the proportion of teachers who believe that the YRS program is an improvement over the previous situation has increased significantly.

The proportion of teachers who think that student absenteeism is higher under YRS has decreased, although even after 5 years almost a third of the YRS teachers continue to hold this belief (which is not supported by PVUSD attendance records). Initial expectations of a reduction in vandalism and an expansion of recreational opportunities were apparently not fulfilled, and a substantial proportion of teachers still (mistakenly) believe per-pupil costs are higher under the YRS program.

Teachers' perceptions of student and parent support for the YRS program are shown in Table 5-25. The initial uncertainty whether student attitudes would improve under the YRS program has decreased substantially; by 1977 57% of the teachers believe students prefer the YRS program or have no preference between the two schedules. According to teachers, parent acceptance and support has increased substantially.

Finally, teachers' acceptance of the YRS program as more than a short-term solution to overcrowding has also grown. In 1972, slightly less than half the YRS teachers expected the year-round program to continue as long as 5 years. By 1977, almost three-fourths were confident that it would continue.

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*The initial pre-YRS survey asked teachers about their expectations of the YRS program. Subsequent surveys have focused on their perceptions of actual impacts.

Table 5-25

CHANGES OVER TIME IN YRS TEACHERS' PERCEPTIONS OF SUPPORT FOR THE YRS PROGRAM FROM STUDENTS, PARENTS, AND THE DISTRICT

	Pre-YRS	First Year	Third Year	Fifth Year
More positive student attitudes under the YRS program				
Agree	32%	35%	Not asked	40%
Disagree	33	17		21
Undecided	35	48		40
Most parents support the YRS program				
Agree	47%	42%	Not asked	69%
Disagree	7	6		3
(Most are indifferent)	NA	NA		25
Undecided	46	52		3
45-15 will still be in operation 5 years from now				
Agree	41%	49%	Not asked	72%
Disagree	2	7		7
Undecided	58	44		21

Summary and Conclusions on the Teacher Survey

The SRI survey of teachers in the five year-round and three comparison schools showed that YRS and TCS teachers were generally quite similar on such demographic variables as age, training, and teaching experience. Class sizes did not vary significantly between the two groups, although YRS teachers were much more likely to teach "combination" classes of two or more grade levels.

Survey evidence indicates that the YRS program in PVUSD has not resulted in the negative impacts on schools and teachers cited by opponents of year-round schools. Delivery of materials, support personnel, and other resources have not been impeded, and YRS teachers have not found it impossible to pursue their professional development. Faculty turnover rates have not increased dramatically in the year-round schools, although a small number of teachers apparently unwilling to teach in the YRS program have transferred to other schools. Faculty morale and other school climate indicators were found to be quite high at four of the five year-round schools. We conclude that the YRS program has not generally had a significantly disruptive impact on the schools in which it has been adopted.

When asked to state their personal preference for the YRS or TCS program, most teachers chose their current program. Among TCS teachers, preference for the TCS program was virtually unanimous. Among YRS teachers, a majority preferred the YRS program, with marked differences across schools. The preference for the TCS program expressed by YRS teachers at two schools may be attributable to scheduling complexities and low morale in one case and to the complete absence of a TCS option in the other.

Most YRS teachers have apparently accepted the program, and many actually prefer it to the TCS alternative. However, we found widespread agreement among YRS teachers that teaching in a YRS program is more difficult and tiring for the teacher. The survey data suggest strongly that the YRS vacation schedule is one of its major attractions; nearly all teachers who expressed a personal preference for the YRS program over the TCS program also preferred its vacation schedule. YRS teachers' opinions regarding program impacts on classroom-, school-, and district-level operations and on their students were generally positive. We do not find widespread agreement that the YRS program is educationally better than the TCS program, but in most respects YRS teachers also apparently do not find it any worse. Most YRS teachers apparently believe that the YRS and TCS programs are about equally effective for most students.

Possibly the most significant finding from the teacher survey is that teachers' acceptance of the YRS program increases with more exposure to it. YRS teachers were consistently more positive in their attitudes toward the program than were TCS teachers (few of whom had ever taught in a YRS program), and TCS teachers working at year-round schools were consistently more positive than teachers located at the 9-month comparison schools. Moreover, the YRS teachers' positive attitudes increased over time as they had more exposure to the YRS program.

The finding that TCS teachers at year-round schools had relatively positive attitudes toward the YRS program is particularly interesting, since these teachers clearly prefer to teach in a TCS program. The data from this group of teachers support two conclusions: (1) the more contact teachers have with a YRS program, the more likely they are to accept it; and (2) exposure to the YRS program does not assure that all teachers will want to be personally involved. As we observed in our discussion of data from the parent survey, choice appears to be important, although relatively few teachers have transferred out of the YRS program. The TCS teachers' strong preference for the traditional vacation schedule may also play an important role in determining their preference for the TCS program.

The changes over time in teachers' attitudes observed in this study can be contrasted to patterns found in studies of many educational innovations, which are greeted by a considerable initial enthusiasm that gives way to disillusionment as local staff attempt to put new practices into operation. In such cases, initial expectations may be high, but organizational obstacles and implementation problems frequently lead to abandonment of the new program. The introduction of the YRS program, on the other hand, generated a mixture of skepticism and cautious optimism among PVUSD's teachers. As the teachers have become more familiar with the daily realities of teaching under the program, most of this early uncertainty has been replaced by acceptance. For most teachers in the year-round program, the advantages apparently outweigh the disadvantages.

This is not to suggest that most teachers will automatically come to accept or prefer a YRS program once they have some experience with it. Careful planning by the district and a willingness to listen to and accommodate teacher concerns during the planning period and the early months of implementation are crucial requirements for districts considering YRS programs.

The Community Survey

To attempt to gain insights into the impact of the YRS program on the community at large, we interviewed 21 members of the greater Watsonville community. The respondents represented a wide range of interest groups: a social service agency, churches, a labor organization, libraries, a newspaper, a recreation group, a businessmen's group, migrants, and large employers.*

The interviews were unstructured and lasted between 10 and 45 minutes, with an average interview being about 25 minutes. Respondents were asked (1) what effect the YRS program had on their occupation and daily professional activities, (2) what effect the YRS program had on the community in general, and (3) their own opinions about the YRS program.

In the following sections we do not attempt to draw any single, global conclusion about the effect of the YRS program on the community. Rather, we have organized the respondents' comments by specific topics of interest and we draw conclusions about each separate topic. Representative comments are also presented. Our first topic is one that almost all respondents had an opinion on--the effect of the YRS program on the community's vacation patterns.

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*Details on the community survey respondents and summaries of the interviews are presented in Appendix E.

Vacations

The community's reaction on vacations was somewhat mixed, although the majority of the respondents indicated that the year-round program did not present a problem with regard to planning vacations. (The results of our survey of parents support this conclusion.) In fact, for those respondents whose occupation was concerned primarily with agriculture, with the moving industry, or with recreation and vacations, having children in the YRS program seemed to provide definite benefits. Since the community's largest industry is agriculture, our overall impression is that the YRS program provides better vacation opportunities for the community than does the TCS program.

Typical comments were:

> Watsonville's agricultural industry makes the summer a very busy period rather than a vacation time. It is more convenient for most residents to take fall and winter vacations.
>
> I have not seen a shift in my employee's vacationing patterns.
>
> I see a general trend to take vacations in the winter.
>
> Summer is my busiest season and I don't have time for a vacation. It is convenient to take a vacation in the winter without having to take my kids out of school.
>
> One of the problems (with the YRS program) is the lack of recreational programs to fill the vacation periods when children are not in school.
>
> The entire summer recreation program is geared around the year-round schedule.
>
> Short vacations do not allow children enough time for a good rest from academic demands.
>
> Families are taking advantage of winter vacation opportunities made available by the 45-15 schedule.
>
> ... almost no families take more than two weeks of vacation at any one time.

Business

The comments on the effect of the YRS program on the business community indicate that there has been no effect on business in PVUSD. One respondent saw some promise of a beneficial result for his moving business if the year-round schedule were adopted nationwide; however, such a massive change is a very unlikely occurrence.

Typical comments were:

... never heard mention that it (the YRS program) had an impact on business.

If all the schools in the United States were to go onto a year-round schedule, it would make my business (moving) far easier to run.

... has not affected buying patterns in Watsonville.

The only change is that kids are around more now.

None of my colleagues nor employees have mentioned YRS in any context whatsoever.

Praise

In general, most respondents liked the YRS program. Comments expressing praise for some aspect of the program ranged from praise for specific accomplishments, such as saving money or improving education, to praise for the overall impact of the program.

Typical comments were:

Better for migrant children.

Before 45-15, the situation for migrant children was terrible.

In light of voter refusal to provide funds for expanding educational facilities, the year-round system has proved to be a worthwhile alternative.

YRS is accomplishing its goal of saving money and more fully utilizing the schools.

It would be reasonable to make 45-15 the norm as opposed to simply an alternative scheduling for school.

Gives parents time to enjoy their children throughout the year rather than having too much in the summer months.

It (the YRS program) has improved my son's attitude toward school.

Working mothers like the year-round program.

Criticism

Although most respondents were in favor of YRS program, there was some criticism. The only criticism expressed by more than one respondent concerned the inconvenience to families with children in both TCS and YRS programs. This situation was also a concern of several YRS teachers whose children attended 9-month schools.

Typical comments were:

> ... too many starts and stops.
>
> Inconvenient for families with children in both a 9-month and a 45-15 program.
>
> ... inconvenient for the library's summer reading club activities.
>
> The district doesn't save a penny by the YRS program.

Conclusions on the Community Survey

Twenty-one persons were interviewed in an attempt to assess the impact of the YRS program on the community at large. On the whole, the community appears to have accepted the program as part of PVUSD's regular offerings. Although there were some comments on the program's benefits and faults, most respondents had no strong feelings for or against any aspect of the program.

Except for allowing families to take vacations during the winter without having their children miss school, the YRS program seems to have had little, if any, impact on the community. As one respondent so aptly said, "The limited status of YRS must be kept in mind." That is, because there are only five schools with YRS programs, the program affects only a limited portion of the community.

6 SUMMARY AND CONCLUSIONS

We studied the effects of year-round schooling through a detailed investigation of the experience of one district, the Pajaro Valley Unified School District (PVUSD) in California.* We do not believe, however, that our findings are limited to this single district or to year-round schools on the 45-15 schedule. Rather, we believe the results of our study provide insights into the impact of year-round school (YRS) programs in general and should be of interest to anyone considering either the implementation of a year-round program or its evaluation.

At the beginning of this report, we stated our three basic objectives:

- To assess the economic impact of the YRS program
- To assess the educational impact of the YRS program
- To assess the social impact of the YRS program.

This chapter summarizes the results of these three assessments and presents our overall conclusions.

The Economic Impact

As was the case in PVUSD, year-round school programs are frequently adopted to alleviate overcrowding in classrooms and to eliminate double sessions without increasing the cost of education. Although it is relatively simple to determine that the YRS program has alleviated overcrowding and eliminated double sessions, it is an extremely complex task to determine whether the cost of education has changed. To accomplish this difficult task, we developed a methodology unique in educational cost analysis. Previous studies, in either comparing school costs before and after conversion to a YRS program or comparing costs at a year-round school with those of a "matched" traditional-calendar (9-month) school, have improperly compared the costs of a YRS program with those of a non-equivalent traditional program. In our cost analysis, the actual costs incurred by the YRS program are compared with those costs that would be incurred if the same educational services were provided to the same student population by a traditional-calendar school (TCS) program. Through this simulation, we are able to determine the impact of the YRS program on capital, operating, and transition costs. Moreover, by varying parameters of the simulation, we are able to identify which district policies have the most direct and substantial impact on costs.

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*However, our cost model was also used to evaluate six additional California school districts (see Volume II, Appendix F).

We found that the YRS program reduced PVUSD's annual per-pupil cost of education by 4.1%, producing an annual saving of more than $150,000. More than 90% of this saving resulted from more efficient use of classrooms and schools. Since the 45-15 year-round schedule increases the maximum student capacity of a school by one-third, overcrowding and double sessions were eliminated without having to construct new schools or classrooms; consequently, $138,248 per year of construction costs were avoided. Had PVUSD not already had land available in which to build a new school required by the simulated TCS program, the total savings would have exceeded $170,000 (representing an annual per-pupil saving of 4.7%).

We also found that the YRS program reduced the district's overall operating costs. This finding, which contradicted the results of most previous feasibility and cost studies of YRS programs, was most surprising. In the past, school boards and study commissions often looked only for potential increases in operating costs caused by YRS programs because of, for example, extensions of principals' contracts. Such studies incorrectly determined that a district's operating costs would increase under a YRS program. Our simulation shows that some operating costs are higher under a TCS program and that others are higher under a YRS program. In PVUSD, for example, we found that teacher wages (salary plus fringe benefits) would have been higher under a TCS program, while administrative costs, such as secretaries' and principals' salaries, were higher under the YRS program. Overall, we found that the annual operating costs of the five year-round schools were more than $13,000 less under the YRS program than they would have been under a TCS program.

Transition costs--the final cost component--accompany the implementation of any educational change, and it was necessary to determine the exact magnitude of such costs in the implementation of the YRS program in PVUSD. We found that the annualized transition cost was $826. We included this cost in our overall assessment of the YRS program's impact on the PVUSD budget for illustrative purposes only, because the State of California actually reimbursed PVUSD for the full amount of its transition costs.

We were able to identify several factors that can be controlled by school districts and that could dramatically affect the cost of a YRS program. Foremost among these were the district's policies on allowing YRS teacher contracts longer or shorter than the standard TCS contract, pupil-teacher staffing ratios, and classroom use. We found that the use of nonstandard teaching contracts in the five year-round schools saved the district just over $20,000 in teacher salaries and about $4,000 in benefits; that a small change in pupil-teacher ratio could substantially increase or decrease per-pupil costs; and that savings are substantially reduced when schools operate at less than their full YRS capacity (if all five year-round schools had served their maximum YRS enrollments, the saving in annual capital costs alone would have increased by over $86,000).

It is difficult to say, based on this study and the flawed studies elsewhere in the literature, precisely how much a YRS program can save a school district. A few studies report increased costs of 1% to 3%; most have found savings of up to 8%. Given that capital costs account for only 15% to 20% of a school's budget and that a YRS program's greatest cost impact is on capital costs, an annual saving of 12% to 15% seems to be the outside limit for YRS program savings. We think a school can reasonably expect to save about 8% of its total annual budget with a carefully planned YRS program. (PVUSD's YRS program was particularly wasteful in student transportation.) We should reiterate that this is an annual--not a one-time--saving: a YRS program saves money every year it is in operation. Expressed another way, an 8% annual saving means the taxpayers get 1 year of schooling free for every 13 years the YRS program is in operation.

The Educational Impact

YRS programs are rarely implemented to increase student achievement gains. Rather, most frequently they are intended to alleviate overcrowding and to eliminate double sessions without increasing the cost or adversely affecting the quality of education. By this criterion, a YRS program is a success as long as it has no adverse effect on learning. Our study of the educational impacts of the YRS program is PVUSD clearly indicates that it has had no such adverse effect.*

To determine how a YRS program affects student achievement, we compared the achievement gains of YRS students with the gains of TCS students. These students came from eight schools: four year-round and two 9-month elementary schools, and one year-round and one 9-month junior high school. From administering the Comprehensive Test of Basic Skills (CTBS) to this longitudinal sample of students in Grades 2, 5, and 7 three times (Fall 1976, Spring 1977, and Fall 1977), we concluded that there was no difference in the size of achievement gains between students in the YRS and TCS programs.

Additional analyses were conducted on several different samples of students, each defined to represent a particular population of interest. We found that disadvantaged students in both the YRS and TCS programs made 12-month gains that were substantially larger than would be expected based on prior research. The disadvantaged students in the YRS program did not suffer a loss in achievement from Spring 1977 to Fall 1977 (a "summer loss"), but--contrary to expectation--neither did the disadvantaged students in the TCS program. Were it not for the unexpectedly large gains made by the TCS students, the gains made by the YRS disadvantaged students would be large enough to conclude that the YRS program had a dramatic effect on the achievement of disadvantaged students.

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*See Appendix B for a discussion of possible analytical problems due to noncomparability of educational programs.

The Social Impact

The social impact of any new and innovative educational program must be assessed. This is especially true in the case of the YRS program, since the associated change in vacation schedule can be expected to have substantial impacts beyond the classroom or school. It has been argued that introduction of a YRS program will affect community vacation patterns, child care, recreational programs, local business, and many facets of YRS teachers' and students' lives. We attempted to investigate how the YRS program in PVUSD affects each of these areas by surveying parents, teachers, and members of the community at large.

Parents

We interviewed 943 parents, each of whom had children that were included in our longitudinal sample of students. Approximately half the parents had children in the YRS program and half had children in the TCS program. In general, both sets of parents were equally satisfied with their children's educational progress, social development, and attitudes toward school.

Parents of YRS students thought highly of the program. Over 70% of the YRS parents preferred it to the TCS program, and 55% believed that the YRS program should be expanded to include additional schools. Over 75% of YRS parents believed the program helped to improve school programs, lowered juvenile crime, and provided migrants with a better education. Moreover, through investigation of the results of previous PVUSD surveys, we found that the YRS parents' attitudes had gotten progressively more positive from 1972 to 1977.

The YRS program seems to have had very few negative impacts on family life. YRS parents did not report more child care problems than TCS parents, nor did the adjustment to the new vacation schedule pose many problems. Only about 20% of the YRS parents found it more difficult to plan vacations, while amost 40% found it easier.

Most TCS parents also appeared to have accepted the YRS program as the preferred solution to overcrowding. Less than 23% of TCS parents said they would prefer double sessions and less than 45% would prefer to build new schools. Although the vast majority of TCS parents preferred the TCS program for their own children, only about 25% thought the YRS program should be reduced to include fewer schools. However, TCS parents who had had no first-hand experience with the YRS program generally held more broadly negative attitudes toward it. Overall the situation seems to be that TCS parents prefer the TCS program as the "normal" mode of schooling, but the YRS program is the preferred alternative when overcrowding forces a choice. Once parents have direct experience with the YRS program, the majority come to prefer it to the TCS program.

In short, neither program is a panacea. It would be unrealistic to expect that any new program would have the unanimous support of all parents; and, in fact, about 25% of the parents under each program said they would prefer the other program. However, in PVUSD the majority of parents--regardless of which program their children were in--had come to accept the YRS program during its first 5 years of operation.

Teachers

Questionnaires were administered in Spring 1977 to teachers at all eight schools that participated in our study. A total of 156 teachers completed the survey instrument. The teachers were classified into three groups based on their degree of exposure to the YRS program: (1) faculty teaching in a YRS program; (2) faculty teaching in a TCS program at a year-round school; and (3) faculty at a 9-month school.

We found no difference among the three groups in terms of age, sex, training, and teaching experience; and there was no difference in average class size or access to classroom resources. Most teachers expressed a preference for the program they were then teaching in, with vacation schedule apparently being the major factor behind this preference. Teacher attitudes ranged from a general dislike of the YRS program by TCS teachers without direct YRS experience to a broad-based preference of the program by YRS teachers. For example, the majority of YRS teachers considered the YRS program equal or superior to the TCS program in flexibility of work schedule, problems with student discipline, ease of providing remedial services, time lost in getting students to settle down to work after vacation, tiring effect on students, educational value for the average student and especially for below-average and migrant students, and learning loss over vacation periods. In almost all these items, however, the majority of TCS teachers favored the TCS program. On the negative side, YRS teachers considered coordination of school activities more difficult under the YRS program and felt that teaching in the program was more tiring and difficult than teaching in the TCS program. On balance, though, the positive aspects of the YRS program far outweighed the negative for the YRS teachers.

We found that teachers' acceptance of the YRS program increased through exposure; teachers with the most exposure to the YRS program were the most accepting and positive while teachers with little or no exposure to the YRS program generally had negative attitudes toward it. Moreover, the YRS teachers' attitudes became increasingly more positive over time. The TCS teachers at the year-round schools generally had more positive attitudes toward the YRS program than did teachers at traditional-calendar schools.

Community Survey

Twenty-one persons representing various interest groups were interviewed in an attempt to assess the impact of the YRS program on the community at large. The results of these interviews indicate that the YRS program provides improved vacation opportunities for families whose children attend year-round schools, with evidence of a slight trend toward winter vacations. The YRS program appears to have little impact on the business community and, in fact, has not had much effect on the community in general. Most respondents had neither strongly positive nor strongly negative attitudes toward the YRS program. Overall, the program appears to be well accepted by the community, and therefore receives no more attention than the traditional 9-month program.

Overall Conclusions

We believe the YRS program in PVUSD is an unqualified success. The program has accomplished its primary goal of alleviating overcrowding in classrooms and eliminating double sessions at no increase in the cost of education. In fact, the YRS program has accomplished this goal while reducing the costs of education. At the same time, the program has certainly not adversely affected the educational gains of its participating students. The YRS students make substantial mean achievement gains, with disadvantaged students making especially notable progress. Moreover, the program has overcome the stigma of being "the new kid on the block"; it is now well accepted by parents, teachers, and the community at large. The majority of YRS parents and YRS teachers prefer the 45-15 YRS program to the traditional 9-month program and, in general, have very positive attitudes toward its educational outcomes. In summary, the results of our three assessments were:

- Quite positive with regard to economic impact.
- Neutral (with positive overtones) with regard to educational impact.
- Positive with regard to social impact.

Our study has shown that once parents and teachers have been exposed to the YRS program, they prefer it to the TCS program. The only people who are truly in a position to judge the acceptability of a YRS program are those who best know it: the parents and teachers of children participating in the YRS program. Both these groups now strongly accept and support the program.

However, acceptance did not come all at once; it has grown and increased over time, until now the vast majority of the community assumes that the YRS program will continue to be part of the PVUSD educational system. A program could have no stronger endorsement.

What can we conclude about year-round schooling in American education from this close look at a YRS program in one school district? First, the YRS program is a very promising solution to overcrowding. It can be instituted quickly, saves money, and probably will be preferred over the alternatives by parents, teachers, and students. Although school enrollments nationally have declined in recent years, population shifts still result in overcrowded schools in certain areas of the country. A recent survey estimated that 3.6% of all elementary schools in the United States operate on double sessions. The implementation of YRS programs could eliminate this practice. In fact, during the 1976-77 school year, YRS programs could have saved the taxpayers of the nation more than $100 million in comparison with building classrooms to relieve this current overcrowding.

But a YRS program should not be looked on only as a solution to overcrowding. As we have seen, by making more efficient use of classroom space, year-round schooling saves money. Further, teachers and parents seem to prefer the YRS to the TCS program, mainly because of the opportunity to take family vacations throughout the year. School districts that are not overcrowded may also realize advantages from a YRS program by selling or renting excess buildings or by closing old buildings instead of replacing them. We are not aware of any YRS program that has been implemented for this purpose, but the idea seems promising.

Perhaps the most striking finding to emerge from the study is that, despite the catalog of favorable reactions from YRS parents and teachers, TCS parents and teachers have a low opinion of the YRS program. This finding reinforces the reported experience of many year-round schools that getting people to try the YRS program is a monumental effort. Ingrained habits are hard to overcome, and unquestioning acceptance of the TCS program as the way schooling is meant to be is a well-entrenched habit. Although this study did not consider the question of how to successfully implement a YRS program, the difference in attitudes between the YRS and TCS parents and teachers points out the importance of this problem. Attempts to start a YRS program can be expected to encounter stiff opposition; but once people have actually lived with the program, they will most likely prefer it.

We believe research is needed to verify our findings. Specifically, we hope that others will further investigate the opportunities for disadvantaged students in a YRS program. Though our findings regarding the achievement of disadvantaged students are not conclusive, they are very promising. With a large degree of confidence, we feel that the YRS program can be recommended to other districts whose enrollment has exceeded the district's current physical capacity for serving students. The program is likely to save the district a substantial amount of money, is not likely to have adverse effects, and may improve the overall quality of education.

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Appendix A

ANNOTATED COPY OF "YEAR-ROUND SCHOOLS: MODELS AND ISSUES"

The following report was the first ASPE-sponsored study of YRS programs. We have annotated its findings, as summarized in Tables 2 through 5, with our own findings in the present study, using symbols as follows:

+	Evidence from the SRI study supports the objective, argument, or impact.
-	Evidence from the SRI study argues the opposite of the objective, argument, or impact.
0	Evidence from the SRI study suggests that the year-round schedule has no impact in this area.
?	Evidence from the SRI study is mixed; some evidence is supportive, and other evidence is contradictory.
NA	Not applicable to the YRS program in PVUSD or not addressed in the SRI study.

Year-Round Schools: Models and Issues

by

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May 1975

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YEAR-ROUND EDUCATION: AN OVERVIEW

Year-round schools are not a new phenomenon in American education. During the nineteenth century cities such as Chicago, Boston, Washington, Cleveland, Buffalo and Detroit held school sessions of 48 or more weeks per year. The traditional calendar is a misnomer; it came about primarily as a compromise between urban and rural legislators. The "educational" reasons for the traditional calendar were mostly developed after the fact and are perhaps most accurately classified under the heading "myths and hoaxes." Nevertheless, the traditional calendar, along with the graded school, has become a part of the American culture.

Renewed interest in year-round schools became evident about the turn of the century because of the space and financial problems facing many school districts. One of the landmark districts was Aliquippa, Pennsylvania, which operated a year-round program from 1929 to 1938 for the purpose of providing additional classroom space without further construction. The objective was achieved and sufficient documentation exists to show that savings also resulted. One of the most interesting findings was the average daily attendance during the summer was higher than for any other period (even before air-conditioning!).

Since the early 1960's, a variety of factors have led communities and school boards to consider, and sometimes to implement, year-round school operation. In some instances the district had reached its limit of bonded indebtedness and was already on split sessions; in others there was the promise of saving money and reducing the school budget; at times it was the result of an acute space problem coupled with voter refusal to pass a bond issue; in some few instances it was simply the promise of a better education for children.

As a result of the influencing factors, year-round education has been implemented in a number of schools and school districts. The following table indicates the year-round school activity in the United States since the 1972-73 school year.

TABLE I*

COMPARISONS OF SELECTED DATA 1972-73, 1973-74, and 1974-75.

	1972-73	1973-74	%incr.over 1972-73	1974-75	%incr.over 1972-73	%incr.over 1973-74		
1. Number of activities in feasibility study, planning, preimplementation, operation	100	209	109%	296	196%	42%		
2. Number of operational programs	42	127	202%	163	288%	28%		
3. Number of study, planning, preimplementation activities	58	82	41%	133	129%	62%		
4. Students in operational programs	374,004	1,786,380	377%	1,977,944	429%	11%		
5. Number of states reporting activities	34	37	9%	35	3%	-6%		
6. Number of states reporting operational programs	18	24	33%	28	56%	17%		

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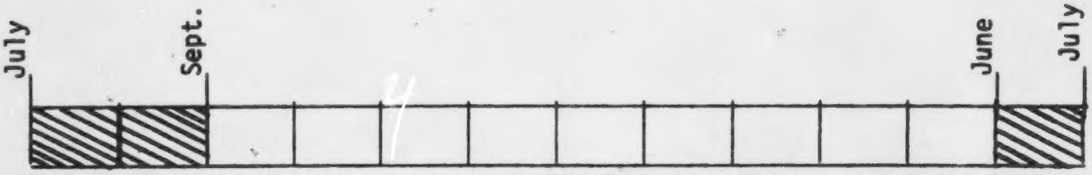
* Bruce Campbell, Year-Round Activities in The United States, (Trenton, New Jersey: Department of Education, April, 1974) p. 9, and personal telephone conversation with Campbell's office on March 24, 1975, to obtain statistics on 1973-74 calendar year.

One cannot accurately speak about year-round schools as being a particular type of operation, curriculum or instructional program. The most common element of year-round schools is that they are in session for about 220 to 240 days per year, though individual students ordinarily do not attend school for more than the usual 175 to 180 days per year (a major difference from the nineteenth century programs).

The actual days that students in a year-round program attend school, however, differ significantly from the attendance pattern utilized by traditional schools. Year-round schools have two-thirds to four-fifths of the students in attendance while the remaining students are on vacation. The traditional schools are open for 180 days and all students are in attendance at the same time and on vacation at the same time. The following diagrams illustrate the variation of student attendance patterns in year-round schools. The first diagram is the traditional school year and will provide you with a basis to compare the attendance patterns of those that follow.

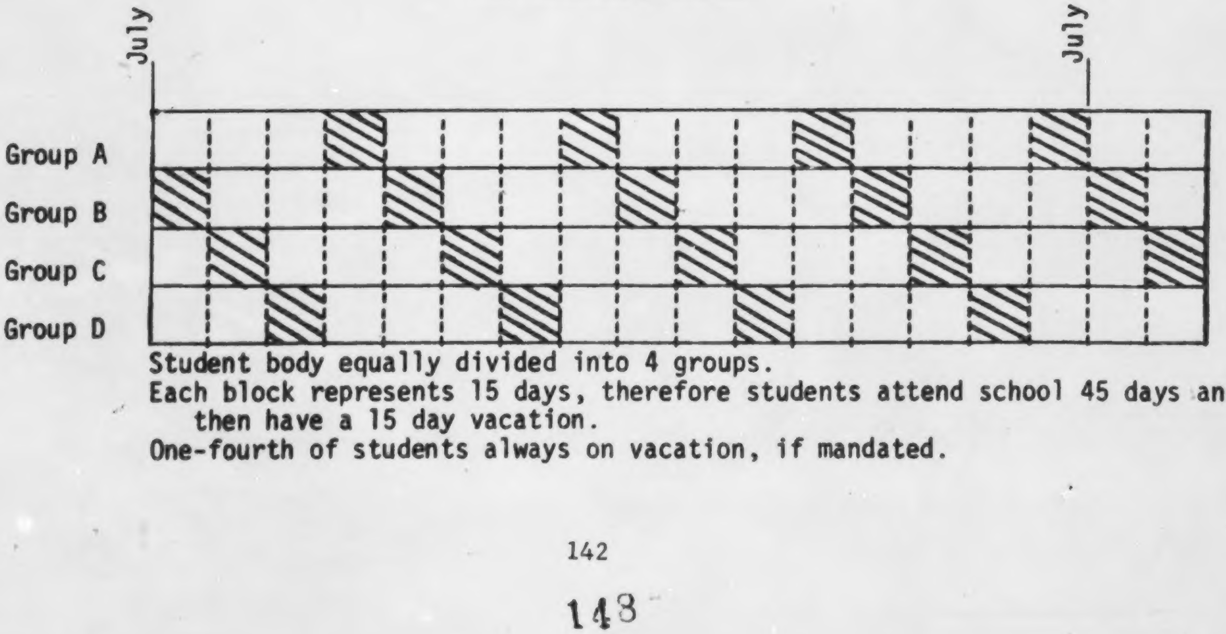
DIAGRAM 1
Traditional School Year



All students in attendance the same 175-180 days between September and June and all have common summer vacation between June and September.

THE 45-15 PLAN

DIAGRAM 2
"45-15" School Year



Student body equally divided into 4 groups.
Each block represents 15 days, therefore students attend school 45 days and then have a 15 day vacation.
One-fourth of students always on vacation, if mandated.

Objectives of the 45-15 Plan are, (1) to assign pupils, buildings, and staff for more efficient use, and (2) to increase educational opportunities for the child.

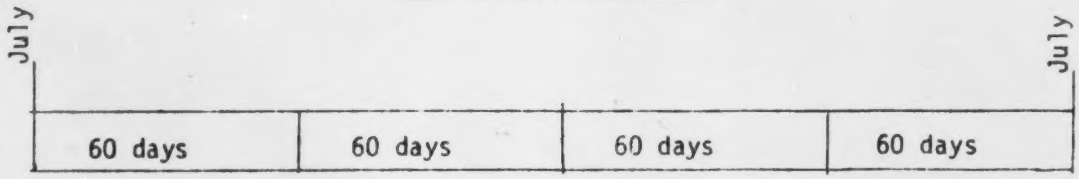
The child's school year under the 45-15 Plan is comprised of four 45 school day segments, each followed by a 15 school day vacation period. This plan is not designed to accelerate students toward an earlier graduation. The enrollment is divided into four equal groups, and though the schools are in continuous operation only three groups are in attendance at any one time. The entrance of the groups is staggered, e.g., when the fourth group begins, the first group starts its first three-week break (see Diagram 2). Through this pattern of scheduling, a 33 percent facilities savings could result. Children from the same families and same general neighborhood are usually placed in the same session and calendars can be worked out a year or more in advance so families can plan activities accordingly.

This is a popular plan at the elementary level and is especially helpful to rapidly growing districts which have used their total bonding capacity. In addition to the savings in facilities, a major benefit is the improved educational opportunities which can result. Shorter vacation periods may mean less knowledge is lost and the need to review previous work is lessened considerably. There may be less loss of time in the "winding up" and "winding down" activities of the traditional school year. Typically, the curriculum is redesigned so that instruction is flexibly packaged in 45-day segments. If it is desirable for a child to repeat work for the purpose of strengthening basic skills, he may enroll in the next 45-day session which covers the same learning experiences.

Under the 45-15 Plan, several employment options are usually available to teachers. One may teach four 45-day periods, each followed by a 15 school day vacation. In this situation, the teacher can remain with the same group of students throughout the year and teach no more than the traditional 180 days. At the other end of the continuum, one may work continuously, thereby teaching a new group of students each 45 days and teach as much as 11½ months, or roughly, 244 days. Salaries are usually increased correspondingly on a per/diem basis.

THE FOUR QUARTER PLAN

DIAGRAM 3
Four Quarter School Year



Students attend school 3 of the 4 quarters.
One-fourth of students always on vacation, if mandated.

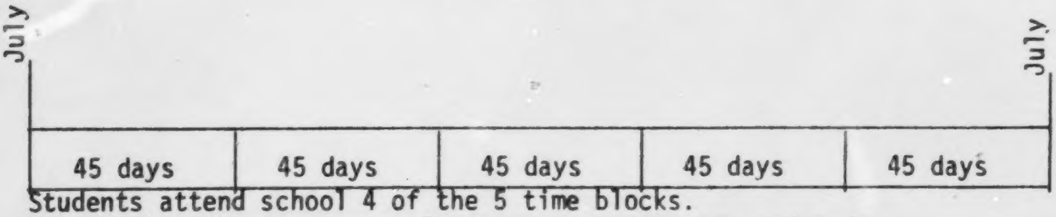
A school year under this plan usually consists of equal segments of 60 school days in length. Through this pattern of scheduling a 33 percent facilities savings could result. A student attends three of four quarters, with the remaining quarter providing the vacation period. Thus, vacations will fall during the various seasons of the year as opposed to the longer summer vacation for all students as is typical in the traditional two-semester school year. This aspect has implications for business and industry regarding employable students, and also regarding employed parents who are concerned with vacation periods which correspond with those of their children. The plan is most popular at the secondary level.

Instruction is planned within the flexible quarter-year framework. Courses can be of varying lengths to suit the content. Typically, students can begin and end courses at various points. For example, a student could complete a course at the end of the third year. In-depth courses can be arranged to span one or more quarters. So, in addition to the economic benefits which could result, there are those assets which derive from a revised and restructured curriculum.

Students may accelerate by attending the fourth quarter; however, if that is the case, space savings will be lost.

QUINMESTER PLAN

DIAGRAM 4
Quinmester School Year

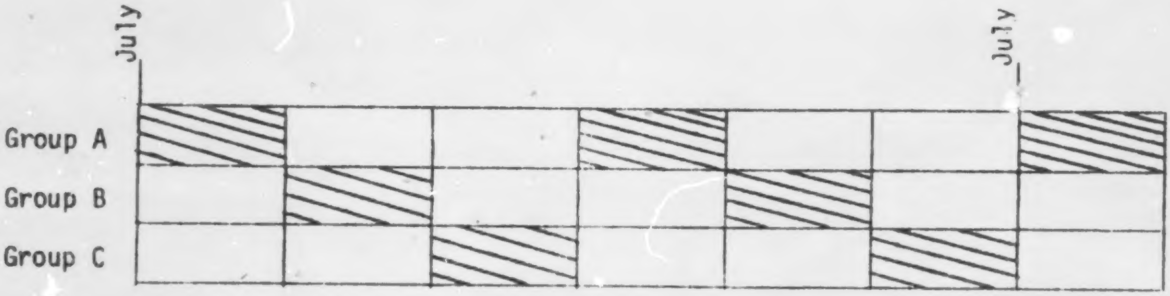


Students attend school 4 of the 5 time blocks.
One-fifth of the students always on vacation, if mandated.

This plan is designed for increased plant utilization as opposed to those with the primary focus on acceleration. The lengthened school year is usually divided into five 45-day sessions. Attendance is required for any four of the five sessions. Attendance of the fifth session is optional. Those attending all sessions would accelerate. If students were equally divided among the five quinmesters, space savings of 25% would result. The plan is most popular at the secondary level. Among students, teachers, and principals, the strongest point of the quinmester program is curriculum revision. Mini-courses based on the 45-day instruction periods can be developed. Full academic offerings are provided in each quinmester. This allows great flexibility to pupils in their curricular choices.

CONCEPT 6 PLAN

DIAGRAM 5
Concept 6



Students divided into 3 equal groups.
Every block equals 43 days.
One-third of students always on vacation, if mandated.

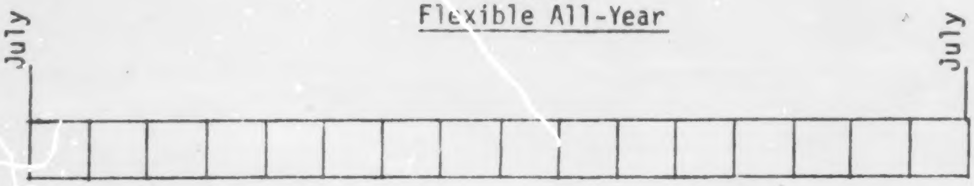
Concept 6 puts school buildings in use approximately 248 days per year and divides the school year into six terms of instruction. Individual students attend classes four terms and vacation during the other two. Attendance patterns are illustrated in Diagram 5 and are indicated by Group A, Group B, and Group C.

The plan allows for better utilization of facilities and allows up to 33 percent more classroom space if the attendance patterns are equally balanced. The plan also allows for students to attend a fifth term to accelerate, do remedial work, or take enrichment courses.

A plan which may provide a flexible school calendar and maintains or improves the present quality of education is Concept 6.

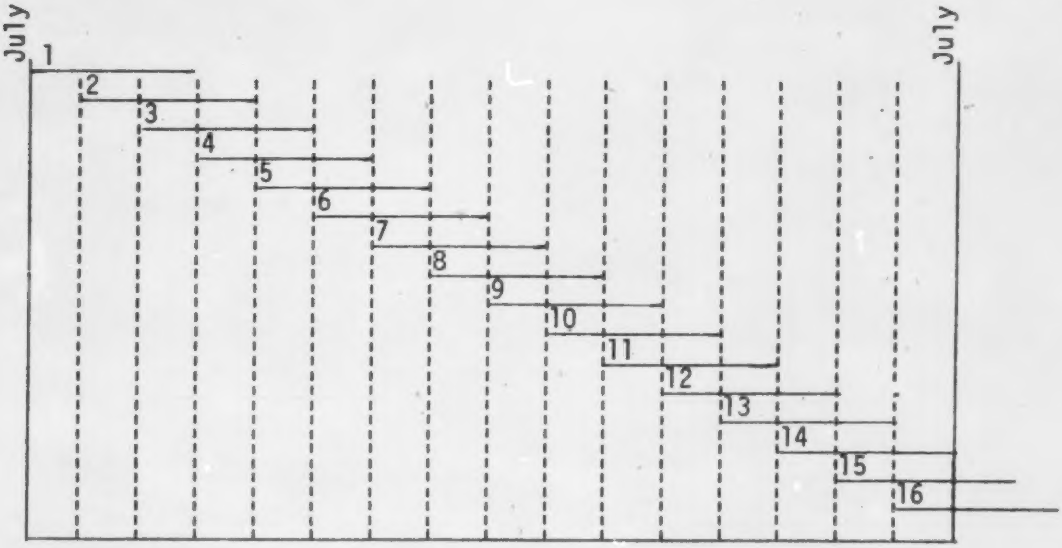
FLEXIBLE ALL-YEAR PLAN

DIAGRAM 6
Flexible All-Year



Students attend any 12 of the 16 time blocks.
Each block represents 15 days.
Number of students on vacation at any one time may vary.

Another variation of the FLEXIBLE ALL-YEAR PROGRAM follows.



Students select to attend school during any 4, non-overlapping
time lines, e.g. selects lines 1, 4, 9, and 12.
Each time line represents 45 days.
Number of students on vacation at any one time may vary.

The term "flexible all-year" simply means that learning programs and experiences are available to students at several or more times during the school year. The ultimate goal of this concept is "open access," which means that the student has complete ability to select his starting times in courses and to select his dates of attendance.

The flexible all-year plan is an attempt to improve the program by increasing the flexibility available to students and their parents. The calendar does not abolish the traditional school year for those who like that calendar best, but does open up many new programs and personal and family opportunities for those who desire or require such additional flexibility. The calendar options are important only as they serve to strengthen quality curricular programs and capitalize on the capabilities of an outstanding faculty and resourceful community.

The flexible all-year plan consists of sixteen 9-week time blocks, each staggered to begin at about three-week intervals. Students may elect to attend any four or five time blocks, as long as they don't overlap. The attendance requirement is that each student be involved in "directed learning experiences" for 175 days in each academic year.

GENERAL COMMENTS

Year-round programs are often described as being elective or mandated. In different situations, the attendance group or pattern of attendance is made available to individual students on a completely elective basis, or is mandated according to some predetermined criteria to insure greatest efficiency or is offered on a partially elective basis (to within certain tolerances of the prescribed efficiency criteria).

The distinction between elective and mandated programs is often critical because, historically, elective programs have been primarily concerned with educational improvement while mandated programs have been instituted mainly to achieve economies. Year-round school programs can and do exist for both purposes simultaneously, of course.

The vast majority of school districts considering year-round operation have done so because of space problems--who can responsibly ignore a plan which will increase the effective capacity of present school facilities by a third! And there is now documentation based on actual operation of savings ranging from 1% to 9.6% through year-round operation!

It has been the experience of those who operate year-round programs that the need to change community attitudes about the traditional summer vacation is the most difficult task on the road to parent and student acceptance of the program, particularly in the case of a mandated program. Indeed, some communities will simply not accept rigid and mandated year-round calendars.

The differences between elective and mandated programs tend to be reflected more in the instructional program than in any other area of the school's functioning, for unless the school is large enough, or unless the curricular program and instructional capabilities of the staff are sufficiently suited and inclined to individualized learning, then year-round operation may not be possible without reducing curriculum opportunities for students or increasing costs.

It is essential that a year-round program not be "sold" on the promise of significant financial savings. As experience reveals (because of the implications of other decisions not directly related to year-round operation) some year-round programs cost less, but others cost more. Any program that does not provide promised savings, is open to and likely to receive considerable criticism. The result of such a situation can be the abandonment of an otherwise very successful program.

Henderson points out:*

> "The instructional cost per student can be raised or lowered at any time by spending more or less. An increase in such costs should not be attributed to the schedule because it is not a function thereof.
>
> (a) The schedule change does not make additional materials or supplies necessary.
> (b) The teacher-pupil ratio should not change unless someone wishes it changed. It is true that extended contracts are likely to go to higher paid teachers, but this is a matter of choice."

Few, if any, school staffs who seriously involve themselves in a study of year-round school operation can escape the sometimes very painful work of re-thinking their goals and objectives. The realization of the consequent, almost revolutionary, implications for instructional methodology and for policies and practices in areas as diverse as grading and testing, discipline, attendance, class rank, Carnegie Unit, budgeting and staff utilization can easily overwhelm faculty and administration alike, not to mention the school board and community.

And what of the school staff? At a time when there is a substantial surplus of teachers, will year-round school operation further reduce the number of jobs available? It is possible. Again the answer will depend on how year-round operation is implemented in a school district. In most school districts, teachers have been offered options: to become a full-time (year-round) professional or to work the same number of days as present (though probably not the same days). Personnel policies and benefits can and should be designed with year-round operation in mind: teacher graduate study, sabatical leave, employment in related fields for experience, pension provisions, and the like.

Operational year-round programs have encountered few problems with respect to year-round education which after someone's creative thought did not turn out to be a distinct advantage, whether in relation to the social implications for inner-city youth, jobs for students, year-round churches or summer camps. Year-round school operation can capitalize on the school's capability for individualization of instruction. In a year-round school the calendar should serve as the vehicle for a better instructional program!

*Dr. Gene Henderson is Superintendent of the Francis Howell School District in St. Charles, Missouri. The Becky-David elementary school was the first year-round school established in the country after the renewed interest of the 1960's.

OBJECTIVES, ARGUMENTS, IMPACTS, AND POTENTIAL EFFECTS OF YEAR-ROUND SCHOOLS

The literature on year-round educational programs contains numerous objectives, arguments, impacts, and effects of year-round programs. The most that can be said about this body of knowledge is that it is a mass of confused statements about a controversial subject. This situation, however, is not unusual in a developing area such as year-round education. Time is needed for the sorting and refining process to run its course and sift the creditable knowledge from the non-creditable knowledge.

The following is a first effort at sorting through the objectives, arguments, impacts, and effects of the various year-round programs. The following tables include the most frequently mentioned objectives, arguments, impacts, and effects by type of program and area of concern (economic, social, educational). Some items appear to overlap, however, they were retained for their potential in providing cues to variables which may be valuable in evaluating year-round programs. Retention of such overlapping items is justifiable in a growing field. Only through further evaluation and research can one know which should be eliminated.

The following definitions will help in the interpretation of the tables:

> An objective is a planned outcome for a year-round school program. The included objectives were cited in the literature disseminated by operating year-round schools.
>
> An argument is a statement used to support a position for or against year-round schools. Both pro and con arguments are presented. In some cases the same argument is used to support and oppose a given stance.
>
> An impact is a consequence of operating a year-round program. An impact may or may not have been anticipated.
>
> An effect is an outcome of operating a year-round program which has some, however limited, data-base of support. An effect may be a supported objective, argument, or impact.

TABLE 2

OBJECTIVES OF YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN (Economic, Social, Educational)

	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr Sch	
ECONOMIC						
Increase space to relieve overcrowding, save on construction costs, compensate for a defeated bond election, prevent double sessions, avoid proposing a bond referendum, and provide space for kindergarten	X [a]	[b]		X		+
Fully utilize instructional materials, equipment, textbooks, and physical facilities.	X			X		+
Provide full-year employment for staff	X	X	X	X	X	+
Provide additional employment opportunities for students	X	X	X	X	X	-
Facilitate the shift of vacation schedules of the work force to help maintain full employment	X	X	X	X	X	NA
SOCIAL						
Provide attendance/calendar options to students, parents, and school personnel	X	X	X	X	X	+
Provide a school calendar which reflects life styles of the 70's	X	X	X	X	X	NA
EDUCATIONAL						
Serve as a catalyst for improving the school program	X	X	X	X	X	O
Provide for an enriched curriculum	X	X	X	X	X	NA
Provide time to teach an increasing body of knowledge	X	X	X	X	X	NA
Provide time for remedial opportunities for students	X	X	X	X		+
Provide the opportunity for completing high school earlier		X	X		X	NA

a. X = Objective is cited by operating districts as appropriate for the specified calendar
b. BLANK = Objective is not cited by operating districts as appropriate for the specified calendar

TABLE 3

ARGUMENTS FOR YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

ARGUMENT	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr. Sch.	
ECONOMIC						
Increases building capacity, thereby reducing the need for new facilities, avoiding double sessions and temporary housing, and preventing overbuilding	X[a]	[b]		X		+
Efficient use of facilities will help pass future bond or tax override elections	X			X		N
Efficient use of specialized social facilities, e.g. outdoor lab and planetarium	X	X	X	X	X	N
Reduction in buildings and temporary facilities will reduce fuel consumption	X			X		+
Encourages businessmen to follow the business cycle in setting vacation times rather than following the school calendar	X	X	X	X	X	O
Eliminates summer overload for some industries; e.g. movers	X	X	X	X	X	+
Working students will be more evenly dispersed in the job market throughout the year	X	X	X	X	X	NA
Graduates are not dumped into the job market all at the same time. This permits a more orderly assimilation of new workers into the economy.	X	X	X	X	X	NA
Reduces operating costs	X					+
SOCIAL						
Children and parents have a wider variety of vacation options	X	X	X	X	X	+
Recreation and other work facilities will be less crowded in summer	X			X	X	NA
Summer vacations of the traditional calendar are too long, boring, and wasteful to students	X			X	X	?
Children are not dumped onto the streets all at one time; hence, there is less juvenile delinquency, including shoplifting and vandalism.	X	X	X	X	X	O
Gears education to changing life styles and customs	X			X	X	NA
Parents like the year-round calendar	X	X	X	X	X	+

a. X = Argument is cited by proponents of the specified calendar
b. Blank = Argument is not cited by proponent of the specified calendar

TABLE 3 (cont'd.)

ARGUMENTS FOR YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN (Economic, Social, Educational)

ARGUMENTS	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sch	
EDUCATIONAL	[a]	[b]				
Frequent vacations improve student morale	X			X	X	O
Less fatiguing for children	X			X	X	O
Children like the year-round calendar	X	X	X	X	X	+
No failures - all children progress at their own rate	X	X	X	X	X	NA
The educational process is continuous, less need for review	X	X	X	X	X	NA
Facilitates reassimilation of dropouts, migrant children, children with chronic illnesses, and children of parents who take extended vacations	X	X	X	X	X	+
Intellectual and emotional growth of children is enhanced by more equally distributing periods of intensive learning and briefer periods of relaxation throughout the year	X			X	X	O
Potential for individualizing instruction is increased	X	X	X	X	X	NA
Facilitates in-depth study for gifted children	X	X	X	X	X	NA
Promotes non-graded, continuous progress education	X	X	X	X	X	NA
Allows time for remediation, enrichment, and acceleration (early graduation)	X	X	X	X	X	NA
Facilitates expansion of the curriculum	X	X	X	X	X	NA
Facilitates the implementation of work experience and vocational programs	X	X	X	X	X	NA
Permits full-year employment of teachers	X	X	X	X	X	+
Teachers like the year-round calendar	X	X	X	X	X	?
Teachers have higher morale than traditional calendar teachers	X	X	X	X	X	?

a. X = Argument is cited by proponents of the specified calendar
b. BLANK = Argument is not cited by proponent of the specified calendar

TABLE 3 (cont'd.)

ARGUMENTS FOR YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

ARGUMENTS	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sch	
EDUCATIONAL						
Teachers are less tired than traditional calendar teachers	X[a]	[b]		X	X	-
Intermittent vacations maintain teacher motivation	X			X	X	?
There is an ample supply of substitute teachers during summer months	X	X	X	X	X	NA
Provides more frequent entering dates for kindergarten children	X	X	X	X	X	NA
Eliminates time consumed in opening and closing schools	X	X	X	X	X	NA
Year-round program provides a student with the equivalent educational opportunities of a traditional program and does not short-change a student of course work or extra curricular activities as would half-day sessions or the extended school day	X			X		-

a. X = Argument is cited by proponents of the specified calendar
b. BLANK = Argument is not cited by proponent of the specified calendar

TABLE 4

ARGUMENTS AGAINST YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

ARGUMENT	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sch	
ECONOMIC						
Employment opportunities for students are reduced	X[a]	[b]		X		+
Accelerated youngsters are dumped upon the job market at an immature age		X	X		X	NA
Year-round schools are no assurance against double sessions or future construction	X			X		NA
Teachers are unable to do graduate work in summers	X	X	X	X	X	–
Causes additional wear and tear on busses	X	X	X	X	X	–
Increases wear and tear on current facilities	X	X	X	X	X	?
It's cheaper to build	X			X		–
Passing a bond issue is the best solution to overcrowding	X			X		–
Higher energy use	X	X	X	X	X	–
Higher operating costs	X	X	X	X	X	–
Possible higher taxes	X	X	X	X	X	0
Inadequate cost analysis	X	X	X	X	X	–
National experience - YRS programs abandoned with consequent expense, confusion and delay	X	X	X	X	X	–
SOCIAL						
Contributing factor to unrest in the community	X	X	X	X	X	–
Disrupts summer programs of other community agencies	X	X	X	X	X	0
Parents opposed to YRS have no other place to send their children	X			X		–
Disrupts family life: e.g. family vacations more difficult to schedule	X			X		–
Presents hardships for families when members are in different tracks; e.g., babysitter problems	X			X		–

a. X = Argument is cited by opponents of the specified calendar
b. BLANK = Argument is not cited by opponents of the specified calendar

TABLE 4 (cont'd.)

ARGUMENTS AGAINST YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

ARGUMENTS	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sch	
SOCIAL						
Contributes to family disharmony; e.g. children under parents' feet	X[a]	[b]		X		-
In segregated communities, tracks cannot be limited to single geographic areas	X			X		NA
EDUCATIONAL						
Welfare of the child is not considered; e.g. physical education classes in summer could pose a health problem, unpleasant going to school in the hot summer months	X	X	X	X	X	-
Some students find YRS too disruptive; i.e., short vacations added to holidays create too many interruptions	X			X		-
Educational benefits of YRS are not substantiated; i.e., no learning increase over traditional calendar	X	X	X	X	X	+
Learning loss is greater during short vacations than during three-month vacations	X			X	X	O
Integration of transfer students is difficult	X			X		NA
Regular summer remediation opportunity is destroyed	X			X		O
Truancy is uncontrollable	X	X	X	X	X	-
Students on vacation return to school and disrupt classes	X	X	X	X	X	NA
Disruption of extra-curricular activities	X	X	X	X	X	O
Scheduling difficult in departmentalized schools	X			X		NA
Uniform curriculum offerings not possible in all quarters		X	X			NA
Too much pressure on students who are sent to intersessions. Long summers are needed for relaxation, long-term projects, extended trips, and self-development	X			X		O
Teachers don't like packing up and changing classrooms	X			X		+

a. X = Argument is cited by opponents of the specified calendar
b. BLANK = Argument is not cited by opponents of the specified calendar

TABLE 4 (cont'd.)

ARGUMENTS AGAINST YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

ARGUMENT	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sc	
EDUCATIONAL						
Teachers in non-year-round schools say they don't like YRS	X[a]	X	X	X	X	?
Communication among faculty members is restricted	X	b		X		-
Substitutes during teachers' vacations are only "class-watchers"	X	X	X	X	X	NA
Relations with students are more impersonal	X	X	X	X		NA
Contributes to unrest among teachers	X	X	X	X	X	?

a. X = Argument is cited by opponents of the specified calendar
b. BLANK - Argument is not cited by opponents of the specified calendar

TABLE 5

IMPACTS OF YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

IMPACTS	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sch.	
ECONOMIC						
Variable contracts for personnel	X[a]	X	X	X	X	+
Proration of personnel benefits	X	X	X	X	X	+
Revised procedures for pupil attendance accounting and distribution of state aid	X	X	X	X	X	+
Air conditioning for summer use of facilities	X	X	X	X	X	+
Increased operational costs divert funds from traditional programs	X	X	X	X	X	-
Opt-Outs overcrowd traditional calendar schools	X	[b]		X		0
Transportation for opt-out students	X			X		0
Possible removal of school attendance area from future consideration in the allocation of capital funds	X			X		NA
Increased costs per pupil due to necessity of offering full program during a period when only few students are present		X	X		X	-
Need for a job placement bureau to coordinate work activities of working students	X	X	X	X	X	NA
Increased clerical staff to handle added paper and clerical activities	X	X	X	X	X	0
SOCIAL						
Development of parent, student, teacher opposition under mandatory plans	X	X	X	X		NA
Mixed tracking (family members on different calendars) disrupts family life	X			X		-
Increased use of community recreational facilities by children all year	X	X	X	X	X	?
Rescheduling of some church, campfire, girl scouts, and boy scouts activities	X	X	X	X	X	+
Rescheduling of some public facilities and adult programs	X	X	X	X	X	0
Need for permissive legislation in some states	X	X	X	X	X	+

a. X = An impact or potential impact of the specified calendar

b. BLANK = Not an impact or potential impact of the specified calendar

TABLE 5 (cont'd.)

IMPACTS OF YEAR-ROUND SCHOOLS BY TYPE OF CALENDAR AND AREA OF CONCERN
(Economic, Social, Educational)

IMPACTS	45-15	4-Quarter	Quinmester	Concept 6	Flexible All-Yr.Sch	
EDUCATIONAL						
Revised system for accounting for student credits (High School)	X[a]	X	X	X	X	NA
Revised system for accounting for student attendance	X	X	X	X	X	O
Establishment of a student registration procedure (High School)	X	X	X	X	X	NA
Possible diminished offerings because of small numbers enrolled (High School)	X	X	X	X		NA
Combination classes in some cases (elementary)	X	X	X	X		+
Requires individualized instruction					X	NA
Requires increased instructional materials (High School)		X	X		X	NA
Requires scheduling of courses more than once during the year (High School)	X	X	X	X		NA
Requires special arrangements for students on vacation to participate in extra-curricular activities	X	X	X	X	X	NA
Disruption of normal June graduation activities due to different end dates of the tracks	X	X	X	X	X	NA
Colleges need to revise their entrance dates to assimilate students graduating at dates other than June	X	X	X	X	X	NA

a. X = An impact or potential impact of the specified calendar
b. BLANK = Not an impact or potential impact of the specified calendar

Appendix B

ACHIEVEMENT DATA

This appendix presents further details on the achievement test data. Before proceeding, however, we must point out that there is a problem of noncomparability of educational programs that may confound our analysis of test scores and also our analysis of parent and teacher attitudes presented elsewhere. We mentioned in the discussion of the cost analysis that simulated cost comparisons were superior to comparing the cost of a YRS program with that of a matched TCS program because it is virtually impossible to match educational programs, especially since introducing year-round schooling seems invariably to be accompanied by other changes in the education program that are not necessarily required by the change in calendar. Whereas it was possible to solve the problem of changed and different educational programs in the cost analysis by simulating the cost of equivalent factors under the alternative program, cognitive and attitudinal factors are conceptually too abstract to be successfully simulated. Since this study was restricted to one school district, we were not able to statistically isolate the effects of calendar and other changes through artful decomposition of the variance and could find no other satisfactory solution to the problem. Therefore, it must be kept in mind that the achievement test results and the attitudes of parents and teachers are determined by two factors: the different calendars and differences in the educational programs.

For example, since the five YRS schools have relatively small enrollments, it was not possible to operate them on a year-round schedule without a considerable increase in the number of multigraded classes. There is a difference of opinion as to whether multigraded classes help or hinder educational progress. Some experts argue that they help by exposing the child to a wider range of educational stimulation; others argue that they dilute the educational process by spreading the teacher's attention over too broad a range of student needs. This latter argument raises an interesting hypothesis about the achievement test results. There may be two offsetting factors operating in the year-round schools. First, as originally hypothesized, cognitive gains may be improved by elimination of summer learning loss, but these gains are offset by lower achievement due to multigraded classes.

In the case of parent and teacher attitudes, the confounding of calendars and changes in other aspects of the educational program probably affect some things more than others. For example, questions about the vacation schedule are probably influenced only by the calendar while questions more directly related to academic issues are likely to be confounded. Our final caution to the reader, then, is that this is not the last word on YRS programs. Further research is needed to overcome the problems we were not able to surmount within the confines of the present study. The following data should be considered with that caution in mind.

Table B-1 presents the means of all students tested in Fall 1976 and the means of the longitudinal sample. We compared the means of these two groups to investigate possible biases in the data caused by attrition of students. The mean scores of the longitudinal sample are consistently slightly higher than the population's mean scores, but the differences are never large enough to be statistically significant. In fact, most differences are quite small, averaging less than five standard score points, and no difference exceeds seven standard score points. We considered these differences insignificant and concluded that attrition did not bias our sample.

Standard deviations for the means given in Chapter 4 are presented in Tables B-2 through B-8, which correspond to the tables in Chapter 4 as follows:

Appendix B Table	Chapter 4 Table
B-2	4-3
B-3	4-5
B-4	4-7
B-5	4-9
B-6	4-11
B-7	4-13
B-8	4-14

A test of the statistical significance of the differences in achievement gains requires analyses such as an analysis of variance (ANOVA) or an analysis of covariance (ANCOVA). We chose the latter, using the Fall 1976 CTBS pretest and three socioeconomic status variables as covariates, type of program (YRS or TCS) as the independent variable, and the Fall 1977 CTBS posttest as the dependent variable. A separate ANCOVA was conducted for each grade (2, 5, and 7) and each subject (reading and mathematics), for a total of six ANCOVAs. This analysis was done for the longitudinal sample, two disadvantaged groups and two nondisadvantaged samples. The SES and pretest variables were entered into a regression equation before the program variable, thus making the analysis equivalent to a one-way analysis of covariance with four covariates (three SES variables and the pretest score).

To maximize the sample size available for calculating the regression equation, estimation techniques were used to approximate the values of variables for which we had some prior knowledge. For those cases lacking a family income range, the average income for the school was used. Because the NORC Prestige Scale* does not provide a value for housewives, we used a regression method derived by Bose (1973) to define the NORC value for a housewife as 44.1.†

Tables B-9 through B-13 present the complete results of the regression analyses. Table B-9 is the regression for the longitudinal sample. In Tables B-10 and B-11, the regression equations for the two definitions of disadvantaged students are presented. The regression analyses for the two nondisadvantaged groups are presented in Tables B-12 and B-13.

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*The head of household's occupation was coded according to the NORC Prestige Scale developed by Paul Siegel in 1970. This scale rank-orders occupations based on perceived occupational prestige. For details on the NORC Prestige Scale see David L. Featherman, Michael Sobel, and David Dickens, A Manual for Coding Occupations and Industries into Detailed 1970 Categories and a Listing of 1970 Basis Duncan Socioeconomic and NORC Prestige Scores, Working Paper #75-1, Center for Demography and Ecology, University of Wisconsin, Madison, Wisconsin.

†The regression equation defining the relationship between the two scores is Bose score = 6.3 + 1.3 NORC score. Bose defined a housewife score to be 51.0. By substitution, the NORC score for housewives was calculated to be 44.1.

Table B-1

CTBS FALL 1976 MEANS OF ALL STUDENTS TESTED AND OF THE LONGITUDINAL SAMPLE

	Reading		
	Grade 2	Grade 5	Grade 7
All students tested			
Sample size	340	338	576
Raw score mean	36.1	39.0	39.4
Standard score mean	269	395	461
Percentile	29	31	35
Grade equivalent	1.8	4.0	5.8
Longitudinal sample			
Sample size	240	252	459
Raw score mean	38.4	39.6	40.8
Standard score mean	276	398	468
Percentile	34	33	38
Grade equivalent	1.8	4.1	6.0

	Mathematics		
	Grade 2	Grade 5	Grade 7
All students tested			
Sample size	329	337	558
Raw score mean	24.0	43.0	39.6
Standard score mean	264	374	435
Percentile	32	27	30
Grade equivalent	1.8	4.0	5.7
Longitudinal sample			
Sample size	234	254	464
Raw score mean	24.5	44.2	40.9
Standard score mean	267	378	440
Percentile	35	29	33
Grade equivalent	1.8	4.1	5.8

Table B-2

CTBS STANDARD DEVIATIONS
FOR STUDENTS IN LONGITUDINAL SAMPLE

Grade	Type of Program	Score	Fall 1976	Spring 1977	Fall 1977
		READING			
2	TCS	Raw score	21.6	19.9	19.5
		Standard score	69	66	66
	YRS	Raw score	18.5	19.0	19.5
		Standard score	58	60	64
5	TCS	Raw score	15.8	15.7	15.9
		Standard score	61	76	76
	YRS	Raw score	16.7	16.6	16.8
		Standard score	80	79	73
7	TCS	Raw score	16.0	16.9	17.4
		Standard score	89	87	93
	YRS	Raw score	17.0	18.3	17.3
		Standard score	87	94	93
		MATHEMATICS			
2	TCS	Raw score	10.0	12.0	11.5
		Standard score	40	46	39
	YRS	Raw score	9.8	10.9	10.9
		Standard score	38	42	43
5	TCS	Raw score	14.3	16.6	16.8
		Standard score	51	60	49
	YRS	Raw score	17.0	18.9	19.4
		Standard score	61	67	68
7	TCS	Raw score	15.1	19.4	18.4
		Standard score	76	80	81
	YRS	Raw score	14.3	19.5	18.7
		Standard score	71	85	83

Table B-3

CTBS STANDARD DEVIATIONS OF STUDENTS RECEIVING TITLE I OR MIGRANT SERVICES

Grade	Sample	Program	Score	Fall 1976	Spring 1977	Fall 1977
			READING			
2	Title I	TCS	Raw score	4.7	16.6	15.8
			Standard score	31	47	42
		YRS	Raw score	10.0	19.1	19.6
			Standard score	46	58	57
	Migrant	TCS	Raw score	12.4	17.6	19.0
			Standard score	42	50	55
		YRS	Raw score	16.8	17.7	19.4
			Standard score	55	52	57
5	Title I	TCS	Raw score	11.4	11.0	12.0
			Standard score	61	54	56
		YRS	Raw score	10.1	13.0	14.8
			Standard score	55	62	73
	Migrant	TCS	Raw score	13.5	13.5	15.1
			Standard score	74	64	68
		YRS	Raw score	17.2	16.7	18.8
			Standard score	84	83	92
7	Migrant	TCS	Raw score	12.8	11.1	14.1
			Standard score	49	60	72
		YRS	Raw score	12.9	4.3	7.2
			Standard score	67	24	37
			MATHEMATICS			
2	Title I	TCS	Raw score	5.4	10.7	9.8
			Standard score	24	41	36
		YRS	Raw score	7.6	10.4	10.4
			Standard score	33	38	38
	Migrant	TCS	Raw score	6.3	10.2	10.7
			Standard score	28	38	38
		YRS	Raw score	6.5	10.5	7.0
			Standard score	26	38	24
5	Title I	TCS	Raw score	9.7	18.5	13.4
			Standard score	41	48	50
		YRS	Raw score	9.8	11.4	12.6
			Standard score	43	46	45
	Migrant	TCS	Raw score	12.6	15.9	16.9
			Standard score	45	65	54
		YRS	Raw score	16.6	15.4	14.9
			Standard score	65	54	45
7	Migrant	TCS	Raw score	16.1	18.5	18.1
			Standard score	89	80	87
		YRS	Raw score	9.9	9.5	5.7
			Standard score	66	50	27

Table B-4

CTBS STANDARD DEVIATIONS OF DISADVANTAGED STUDENTS WHO SCORED BELOW THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETEST

Grade	Type of Program	Score	Fall 1976	Spring 1977	Fall 1977
		READING			
2	TCS	Raw score	6.8	16.1	17.6
		Standard score	34	45	49
	YRS	Raw score	8.7	16.2	18.3
		Standard score	40	46	52
5	TCS	Raw score	10.4	11.2	11.1
		Standard score	57	53	52
	YRS	Raw score	9.5	13.2	13.6
		Standard score	50	60	64
7	TCS	Raw score	9.4	11.7	12.8
		Standard score	60	53	64
	YRS	Raw score	9.7	13.6	12.7
		Standard score	57	57	61
		MATHEMATICS			
2	TCS	Raw score	5.5	10.4	10.2
		Standard score	25	38	37
	YRS	Raw score	5.9	9.5	10.1
		Standard score	26	34	37
5	TCS	Raw score	9.1	13.8	14.1
		Standard score	38	50	48
	YRS	Raw score	8.5	15.0	15.7
		Standard score	43	54	55
7	TCS	Raw score	8.5	12.9	14.0
		Standard score	55	55	63
	YRS	Raw score	9.4	13.5	14.0
		Standard score	53	59	67

Table B-5

CTBS STANDARD DEVIATIONS FOR NONDISADVANTAGED STUDENTS RECEIVING NEITHER TITLE I NOR MIGRANT SERVICES

Grade	Type of Program	Score	Fall 1976	Spring 1977	Fall 1977
		READING			
2	TCS	Raw score	20.6	14.8	14.1
		Standard score	63	54	55
	YRS	Raw score	18.2	15.8	16.7
		Standard score	53	50	58
5	TCS	Raw score	14.7	15.1	14.7
		Standard score	66	74	73
	YRS	Raw score	15.1	15.0	14.7
		Standard score	71	73	75
7	TCS	Raw score	15.6	16.8	17.2
		Standard score	80	87	92
	YRS	Raw score	17.0	18.3	17.3
		Standard score	87	95	93
		MATHEMATICS			
2	TCS	Raw score	10.9	10.4	10.2
		Standard score	43	41	39
	YRS	Raw score	9.9	10.3	10.7
		Standard score	37	39	42
5	TCS	Raw score	15.6	14.9	14.5
		Standard score	54	49	49
	YRS	Raw score	16.8	18.2	18.7
		Standard score	57	64	67
7	TCS	Raw score	14.8	19.5	17.7
		Standard score	73	80	81
	YRS	Raw score	14.4	19.6	19.0
		Standard score	71	82	84

Table B-6

CTBS STANDARD DEVIATIONS FOR STUDENTS WHO SCORED ABOVE 50TH PERCENTILE ON FALL 1976 CTBS PRETEST

Grade	Type of Program	Score	Fall 1976	Spring 1977	Fall 1977
		READING			
2	TCS	Raw score	7.2	5.3	5.2
		Standard score	59	35	34
	YRS	Raw score	9.2	7.7	7.4
		Standard score	30	36	37
5	TCS	Raw score	7.6	9.9	8.7
		Standard score	34	55	52
	YRS	Raw score	8.5	10.3	10.9
		Standard score	42	56	65
7	TCS	Raw score	7.8	10.1	10.1
		Standard score	47	63	68
	YRS	Raw score	7.7	10.2	7.7
		Standard score	57	59	61
		MATHEMATICS			
2	TCS	Raw score	6.4	3.7	3.7
		Standard score	25	38	37
	YRS	Raw score	5.9	6.3	4.9
		Standard score	26	28	37
5	TCS	Raw score	7.1	10.3	9.1
		Standard score	38	51	48
	YRS	Raw score	8.5	11.3	8.7
		Standard score	43	43	55
7	TCS	Raw score	10.2	10.9	11.7
		Standard score	55	47	63
	YRS	Raw score	9.4	12.4	12.8
		Standard score	53	49	67

Table B-7

CTBS STANDARD DEVIATIONS FOR STUDENTS RECEIVING TITLE I OR MIGRANT SERVICE, BY SUMMER SCHOOL PARTICIPATION

Grade	Summer School Participation	Score	Spring 1977	Fall 1977
		READING		
2	No	Raw score	17.6	19.3
		Standard score	48	52
	Yes	Raw score	16.5	15.6
		Standard score	49	47
5	No	Raw score	10.4	11.7
		Standard score	51	54
	Yes	Raw score	16.5	17.9
		Standard score	78	80
7	No	Raw score	11.2	14.3
		Standard score	61	73
	Yes	Raw score	0.7	9.2
		Standard score	8	52
		MATHEMATICS		
2	No	Raw score	11.4	10.4
		Standard score	44	37
	Yes	Raw score	9.7	10.7
		Standard score	35	39
5	No	Raw score	16.9	16.4
		Standard score	59	55
	Yes	Raw score	16.3	17.8
		Standard score	58	61
7	No	Raw score	18.9	18.3
		Standard score	82	87
	Yes	Raw score	15.0	17.7
		Standard score	23	99

Table B-8

CTBS STANDARD DEVIATIONS OF STUDENTS WHO SCORED BELOW THE 50TH PERCENTILE ON FALL 1976 CTBS PRETEST, BY SUMMER SCHOOL PARTICIPATION

Grade	Summer School Participation	Score	Spring 1977	Fall 1977
		READING		
2	No	Raw score	16.6	19.0
		Standard score	45	53
	Yes	Raw score	13.7	14.4
		Standard score	45	42
5	No	Raw score	11.1	11.2
		Standard score	53	52
	Yes	Raw score	11.7	11.1
		Standard score	57	52
7	No	Raw score	11.4	12.7
		Standard score	57	63
	Yes	Raw score	13.3	13.6
		Standard score	65	68
		MATHEMATICS		
2	No	Raw score	11.0	10.2
		Standard score	41	37
	Yes	Raw score	8.8	10.1
		Standard score	31	36
5	No	Raw score	14.7	14.8
		Standard score	54	50
	Yes	Raw score	11.6	12.7
		Standard score	43	45
7	No	Raw score	13.1	12.3
		Standard score	59	64
	Yes	Raw score	10.1	9.4
		Standard score	55	55

Table B-9

REGRESSION ANALYSES OF STUDENTS IN LONGITUDINAL SAMPLE

	Coefficient (B)	Value (F)	Total R^2	Increase in R^2 Caused by Inclusion of Variable	Percentage of Unexplained Variance Accounted for by Variable
Grade 2					
Reading					
Head of household's occupation	.36	1.94	.252		
Average parents' education	2.25	5.01			
Family income range	.69	1.70			
Pretest	.72	223.36*	.667	.415	55.5%
Program	-11.54	3.85*	.674	.007	2.1
Constant	96.24				
Mathematics					
Head of household's occupation	-.04	.04	.203		
Average parents' education	.71	1.02			
Family income range	1.18	10.20*			
Pretest	.79	218.97*	.641	.437	54.8
Program	-2.8	.46	.642	.001	.3
Constant	84.21				
Grade 5					
Reading					
Head of household's occupation	.314	1.31	.302		
Average parents' education	2.48	5.10*			
Family income range	0	0			
Pretest	.78	278.55*	.726	.423	60.6
Program	-.98	0.02	.726	.000	0
Constant	97.53				
Mathematics					
Head of household's occupation	-.03	.02	.10		
Average parents' education	.49	.30			
Family income range	.02	0			
Pretest	.88	287.58*	.661	.560	62.2
Program	-5.00	.66	.662	.001	.3
Constant	88.96				
Grade 7					
Reading					
Head of household's occupation	.46	4.24	.246		
Average parents' education	1.13	1.49			
Family income range	7.12	.06			
Pretest	.88	664.01*	.752	.506	67.1
Program	6.42	1.37	.753	.001	.4
Constant	75.91				
Mathematics					
Head of household's occupation	.01	0	.071		
Average parents' education	-.28	.09			
Family income range	.13	.08			
Pretest	.92	56.182*	.660	.588	63.3
Program	2.61	.21	.660	.000	0
Constant	72.34				

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*Significant at .01 level.

Table B-10

REGRESSION ANALYSES OF DISADVANTAGED STUDENTS RECEIVING EITHER TITLE I OR MIGRANT SERVICES

	Coefficient (B)	Value (F)	Total R^2	Increase in R^2 Caused by Inclusion of Variable	Percentage of Unexplained Variance Accounted for by Variable
Grade 2					
Reading					
Head of household's occupation	.29	.25			
Average parents' education	2.03	1.35	.135		
Family income range	2.08	3.13			
Pretest	.62	25.43*	.372	.237	27.4%
Program	-28.13	5.15*	.429	.057	9.1
Constant	115.64				
Mathematics					
Head of household's occupation	-.55	1.95			
Average parents' education	.55	.22	.119		
Family income range	.31	.14			
Pretest	.80	36.27*	.481	.362	41.1
Program	-2.04	.06	.481	.001	.2
Constant	104.53				
Grade 5					
Reading					
Head of household's occupation	-.38	.31			
Average parents' education	4.64	5.73*	.148		
Family income range	.500	.14			
Pretest	.638	35.96*	.466	.317	37.2
Program	-12.48	.88	.473	.007	1.3
Constant	154.15				
Mathematics					
Head of household's occupation	-1.17	5.72			
Average parents' education	.89	.39	.112		
Family income range	.02	0			
Pretest	.78	71.76*	.599	.487	54.8
Program	-1.56	.02	.599	.000	0
Constant	143.4				

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*Significant at .01 level.

Table B-11

REGRESSION ANALYSES OF DISADVANTAGED STUDENTS WHO SCORED BELOW THE 50TH PERCENTILE ON THE FALL 1976 CTBS PRETEST

	Coefficient (B)	Value (F)	Total R^2	Increase in R^2 Caused by Inclusion of Variable	Percentage of Unexplained Variance Accounted for by Variable
Grade 2					
Reading					
Head of household's occupation	.43	1.07	.136		
Average parents' education	3.01	3.86			
Family income range	.84	1.14			
Pretest	.60	33.32*	.331	.194	23.0%
Program	-23.49	5.83*	.368	.037	5.5
Constant	118.15				
Mathematics					
Head of household's occupation	-.21	.67	.164		
Average parents' education	.37	.161			
Family income range	1.65	11.13*			
Pretest	.81	57.22*	.432	.267	31.9
Program	-7.55	2.01	.441	.010	1.8
Constant	84.4				
Grade 5					
Reading					
Head of household's occupation	-.04	.01	.185		
Average parents' education	3.52	6.95*			
Family income range	-.17	.04			
Pretest	.64	51.19*	.444	.260	31.9
Program	.33	0.00	.444	.000	0
Constant	151.65				
Mathematics					
Head of household's occupation	-.34	1.22	.012		
Average parents' education	.75	.47			
Family income range	.46	.42			
Pretest	.81	82.94*	.437	.418	42.6
Program	-10.69	1.79	.445	.008	1.4
Constant	117.93				
Grade 7					
Reading					
Head of household's occupation	.32	1.35	.122		
Average parents' education	1.37	1.68			
Family income range	.20	.10			
Pretest	.63	116.94*	.448	.327	37.2
Program	7.12	1.06	.451	.003	.5
Constant	176.48				
Mathematics					
Head of household's occupation	-.174	.43	.027		
Average parents' education	.111	.01			
Family income range	.216	.13			
Pretest	.758	160.18*	.418	.391	40.2
Program	2.35	.12	.418	.000	0
Constant	134.90				

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*Significant at .01 level.

Table B-12

REGRESSION ANALYSES OF NONDISADVANTAGED STUDENTS RECEIVING NEITHER TITLE I NOR MIGRANT SERVICES

	Coefficient (B)	Value (F)	Total R^2	Increase in R^2 Caused by Inclusion of Variable	Percentage of Unexplained Variance Accounted for by Variable
Grade 2					
Reading					
Head of household's occupation	.26	.84			
Average parents' education	2.36	2.80	.114		
Family income range	.33	.32			
Pretest	.74	156.66*	.625	.511	57.7%
Program	-3.80	.29	.626	.001	.3
Constant	92.68				
Mathematics					
Head of household's occupation	.045	.05			
Average parents' education	1.09	1.16	.128		
Family income range	1.42	11.05*			
Pretest	.78	156.14*	.619	.491	56.3
Program	-1.20	.06	.619	.000	0
Constant	76.18				
Grade 5					
Reading					
Head of household's occupation	.44	2.75			
Average parents' education	1.59	1.83	.270		
Family income range	-.25	.22			
Pretest	.82	308.65*	.757	.487	66.7
Program	3.22	.20	.758	.000	0
Constant	85.09				
Mathematics					
Head of household's occupation	.03	.01			
Average parents' education	1.03	1.02	.14		
Family income range	.03	0			
Pretest	.89	251.4*	.683	.542	63.1
Program	-7.06	1.10	.685	.002	.6
Constant	75.64				
Grade 7					
Reading					
Head of household's occupation	.36	3.04			
Average parents' education	1.23	1.93	.213		
Family income range	0	0			
Pretest	.96	821.24*	.790	.576	73.2
Program	9.41	3.35*	.792	.002	1.0
Constant	34.93				
Mathematics					
Head of household's occupation	.05	.04			
Average parents' education	.22	.05	.082		
Family income range	.18	.15			
Pretest	.95	535.43*	.673	.591	64.4
Program	2.84	.25	.673	.000	0
Constant	45.22				

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*Significant at .01 level.

Table B-13

REGRESSION ANALYSIS FOR STUDENTS WHO SCORED ABOVE 50TH PERCENTILE ON FALL 1976 CTBS PRETEST

	Coefficient (B)	Value (F)	Total R^2	Increase in R^2 Caused by Inclusion of Variable	Percentage of Unexplained Variance Accounted for by Variable
Grade 2					
Reading					
Head of household's occupation	.09	.1			
Average parents' education	2.92	5.02	.214		
Family income range	.50	.65			
Pretest	.53	26.68*	.419	.205	26.1%
Program	-.28	.002	.419	.000	0
Constant	141.63				
Mathematics					
Head of household's occupation	.12	.31			
Average parents' education	1.24	1.60	.81		
Family income range	.34	.49			
Pretest	.52	21.01*	.340	.258	28.1
Program	2.31	.14	.342	.002	.3
Constant	167.69				
Grade 5					
Reading					
Head of household's occupation	.85	5.89			
Average parents' education	.73	.135	.135		
Family income range	.27	.132			
Pretest	1.08	89.06*	.631	.497	56.7
Program	-8.27	.63	.635	.004	1.1
Constant	-48.71				
Mathematics					
Head of household's occupation	.70	4.32			
Average parents' education	.82	.28	.147		
Family income range	.63	.94			
Pretest	.95	33.94*	.475	.328	37.7
Program	-9.30	.95	.485	.009	1.7
Constant	43.64				
Grade 7					
Reading					
Head of household's occupation	.43	1.49			
Average parents' education	.79	.21	.099		
Family income range	-.24	.14			
Pretest	1.05	134.30*	.573	.474	52.6
Program	7.19	.75	.575	.003	.7
Constant	-1.74				
Mathematics					
Head of household's occupation	.51	1.54			
Average parents' education	-2.69	2.17	.018		
Family income range	-.15	.04			
Pretest	.93	51.55*	.384	.365	37.2
Program	12.78	1.75	.396	.013	2.1
Constant	84.48				

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*Significant at .01 level.

Appendix C

THE PARENT OPINION QUESTIONNAIRE

In August and September 1977 SRI conducted telephone interviews of 943 parents with children in the Pajaro Valley Unified School District. Because one objective of the parent survey was to collect socioeconomic data and other background information for use in analysis of students' achievement test scores, parents of students in our longitudinal sample were chosen as respondents. That is, parents were considered candidates for an interview if they had a child in our longitudinal sample. Respondent statistics are displayed in Table C-1. The interviews ranged in length from 20 minutes to 1 hour, averaging about 30 minutes. The person interviewed was usually the child's mother (81%), although fathers constitute 14% of the interview sample. Only 5% of the interview subjects were persons other than the child's mother or father (e.g., grandmother, stepmother). Two-thirds of the interviews were conducted in English, with the remainder in Spanish (30%), a combination of Spanish and English (2%), or Portuguese (1%).

Five overlapping versions of the survey instrument were used, one for each of the following groups:

- Nonmigrant parents of children in the YRS program (total number interviewed = 442).
- Nonmigrant parents of children in a TCS (9-month) program at one of the five year-round schools (total interviewed = 50).
- Nonmigrant parents of children at the traditional-calendar comparison schools (total interviewed = 333).
- Migrant parents of children in the YRS program (total interviewed = 34).
- Migrant parents of children at the TCS comparison schools (total interviewed = 84).

Interviewers were recruited from the community and trained by SRI personnel. Most interviews were conducted by telephone. However, if no

Table C-1

RESPONDENTS TO THE PARENT INTERVIEW

	Number of Parents Interviewed*	
	Year-Round Program	Traditional Program
Year-Round Schools		
Amesti	88	11
Calabasas	76	--
Freedom	90	9
Hyde	72	12
Rolling Hills	150	18
Total	476	50
Nine-Month Schools		
MacQuiddy	--	91
Pajaro	--	66
E.A.Hall	--	260
Total	--	417

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*Out of a total sample of 1,089. Others are accounted for as follows:

Interviews completed and used	943	(86.6%)
Interviews completed but not used because of data problems	16	(1.5%)
Interviews not completed	130	(11.9%)
Total sample	1,089	(100.0%)

telephone number could be located for parents of children in the longitudinal sample, in-person interviews were arranged wherever possible. In-person interviews were held with 7% of the parent sample. Instructions for interviewers (both for telephone and for in-person interviews) are presented at the end of this appendix.

Response tabulations are presented below for each question in the survey instrument. Response patterns are shown separately for each subgroup to whom a particular question was directed and for the total parent sample (or the total of all relevant subgroups).

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
School						
Rolling Hills Junior High	168[*] (18)[**]	145 (33)	0	18 (36)	5 (15)	0
Amesti	99 (10)	83 (19)	0	11 (22)	5 (15)	0
Calabasas	76 (8)	70 (16)	0	0	6 (18)	0
Freedom	99 (10)	78 (18)	0	9 (18)	12 (35)	0
Hyde	84 (9)	66 (15)	0	12 (24)	6 (18)	0
E A Hall Junior High	260 (28)	0	215 (65)	0	0	45 (54)
MacQuiddy	91 (10)	0	81 (24)	0	0	10 (12)
Pajaro	66 (7)	0	37 (11)	0	0	29 (34)
Interview by Telephone or In-Person						
Telephone	877 (93)	425 (96)	306 (92)	43 (86)	31 (91)	72 (86)
In-Person	65 (7)	16 (4)	27 (8)	7 (14)	3 (9)	12 (14)

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[*] Frequency of Response

[**] Percentage of respondents in that group.

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Number of Attempts for Interview						
1	394 (42)	178 (40)	136 (41)	19 (38)	16 (47)	45 (54)
2	234 (25)	120 (27)	71 (21)	12 (24)	10 (29)	21 (25)
3	143 (15)	63 (14)	64 (19)	5 (10)	1 (3)	10 (12)
4	72 (8)	33 (8)	27 (8)	3 (6)	4 (12)	5 (7)
5	32 (3)	15 (3)	12 (4)	2 (4)	1 (3)	2 (2)
6	25 (3)	13 (3)	9 (3)	2 (4)	0	1 (1)
7	21 (2)	9 (2)	6 (2)	4 (8)	2 (6)	0
8	7 (1)	3 (1)	3 (1)	1 (2)	0	0
9	15 (2)	8 (2)	5 (2)	2 (4)	0	0
Language of Interview						
English	636 (67)	362 (82)	231 (69)	36 (72)	3 (9)	4 (5)
Spanish	278 (30)	68 (15)	93 (28)	12 (24)	30 (88)	75 (89)
Mixed Spanish	9 (1)	2 (0)	3 (1)	2 (4)	1 (3)	1 (1)
Mixed English	8 (1)	3 (1)	1 (0)	0	0	4 (5)
Portuguese	12 (1)	7 (2)	5 (2)	0	0	0

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Interview Rating						
Very Good	318 (34)	184 (42)	77 (23)	16 (32)	12 (35)	29 (34)
Good	471 (50)	175 (40)	213 (64)	25 (50)	16 (47)	42 (50)
Average	85 (9)	42 (10)	25 (8)	7 (14)	3 (9)	8 (10)
Poor	13 (1)	11 (2)	1 (0)	0	0	1 (1)
Very Poor	2 (0)	1 (0)	1 (0)	0	0	0
Not Entered	53 (6)	29 (7)	15 (4)	2 (4)	3 (9)	4 (5)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
2. And how are you related to (SAMPLE CHILD)?						
Mother	768 (81)	369 (84)	267 (80)	36 (72)	26 (76)	70 (83)
Father	127 (14)	54 (12)	49 (15)	9 (18)	8 (24)	7 (8)
Grandmother	12 (1)	4 (1)	4 (1)	1 (2)	0	3 (4)
Grandfather	2 (0)	1 (0)	0	1 (2)	0	0
Aunt	2 (0)	0	0	0	0	2 (2)
Stepmother, adoptive mother	6 (1)	2 (0)	2 (1)	2 (4)	0	0
Stepfather, adoptive father	5 (1)	4 (1)	1 (0)	0	0	0
Foster mother	1 (0)	0	1 (0)	0	0	0
Foster father	1 (0)	0	1 (0)	0	0	0
Other	19 (2)	8 (2)	8 (2)	1 (2)	0	2 (2)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
4. How many children do you have of school age, or younger--school includes college?						
1	88 (9)	39 (9)	41 (12)	2 (4)	4 (12)	2 (2)
2	268 (29)	148 (34)	95 (29)	13 (26)	6 (18)	6 (7)
3	252 (27)	128 (29)	81 (24)	19 (38)	8 (24)	16 (19)
4	147 (16)	59 (13)	50 (15)	8 (16)	5 (15)	25 (30)
5	104 (11)	47 (11)	31 (9)	3 (6)	4 (12)	19 (23)
6 or more	79 (8)	19 (4)	33 (10)	5 (10)	7 (21)	15 (18)
5.1 How does having children in school on different tracks affect the planning of family activities? Would you say the different school schedules make planning...						
a lot more difficult	48 (27)	39 (24)	0	5 (62)	3 (38)	1 (33)
somewhat more difficult	23 (13)	20 (13)	0	1 (12)	1 (12)	1 (33)
only slightly more difficult	33 (18)	30 (19)	0	2 (25)	0	1 (33)
no more difficult at all	76 (42)	70 (44)	2 (100)	0	4 (50)	0

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
7. How many years has (SAMPLE CHILD) been in a year-round school program?						
One	32 (7)	28 (7)			4 (12)	
Two	77 (17)	66 (16)			11 (33)	
Three	120 (26)	109 (26)			11 (33)	
Four	94 (21)	89 (21)			5 (15)	
Five	133 (29)	131 (31)			2 (6)	
8. Did you choose the track (SAMPLE CHILD) is in?--						
Yes	133 (29)	121 (29)			12 (36)	
No	322 (71)	301 (71)			21 (64)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
8.1 Why did you choose this track?						
Better vacation schedule	36 (28)	32 (28)			4 (33)	
Child has friend(s) in that track	9 (7)	8 (7)			1 (8)	
Other family members on track	19 (15)	15 (13)			4 (33)	
Better teachers	14 (11)	14 (12)			0	
I like teacher(s)	7 (6)	6 (5)			1 (8)	
Other	43 (34)	41 (35)			2 (17)	
9. Has (SAMPLE CHILD) ever been in a 9-month program?						
Yes	308 (66)	296 (68)			12 (36)	
No	159 (34)	138 (32)			21 (64)	
9.1 Which type of school, 9-month or year-round, seems most suitable for (SAMPLE CHILD)?						
9-month	70 (24)	63 (23)			7 (58)	
Year round school	183 (63)	179 (64)			4 (33)	
No difference	38 (13)	37 (13)			1 (8)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
10.0 Could you have moved into Buena Vista Camp if you had wanted to?						
Yes	19 (30)				19 (30)	
No	45 (70)				45 (70)	
10.1 Did you decide to live somewhere other than Buena Vista so that your child would not be in school during the summer?						
Yes	2 (12)				2 (12)	
No	15 (88)				15 (88)	
11. Have you heard of 45-15 year-round schools?						
Yes	347 (84)		295 (90)			52 (63)
No	64 (16)		33 (10)			31 (37)
11.1 (IF YES) Can you tell me how these schools are different from other schools?						
Kids go to school during the summer	16 (6)		11 (5)			5 (14)
Vacations during the winter	6 (2)		6 (3)			0
Different vacation schedule	80 (31)		68 (31)			12 (34)
Other differences	154 (60)		136 (62)			18 (51)

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
11.2	Can you tell me about how long each vacation is at a year-round school?						
	15 to 21 days long	210 (96)		194 (97)			16 (89)
	Less than 15 days long	1 (0)		1 (0)			0
	More than 21 days long	7 (3)		5 (2)			2 (11)
12.	Has (SAMPLE CHILD) ever been in a 45-15 year-round program?						
	Yes	83 (18)		37 (11)	34 (68)		12 (15)
	No	378 (82)		293 (89)	16 (4)		69 (85)
12.1	Which type of school, 9-month or year-round, seems most suitable for (SAMPLE CHILD), or doesn't it make much difference?						
	9-month	51 (65)		19 (53)	25 (83)		7 (58)
	Year-round school	19 (24)		11 (31)	4 (13)		4 (33)
	No difference	8 (10)		6 (17)	1 (3)		1 (8)

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
13.	Were you given a choice about whether or not (SAMPLE CHILD) attend a school with a 45-15 year-round program?						
	Yes	92 (24)		80 (26)			12 (17)
	No	292 (76)		232 (74)			60 (83)
13.1	Why did you choose the 9-month school for (SAMPLE CHILD)?						
	9-month schools provide a better education than year round schools	18 (22)		17 (24)			1 (10)
	School location is convenient	17 (21)		14 (19)			3 (30)
	Like this vacation schedule better	22 (27)		21 (29)			1 (10)
	Other	25 (30)		20 (28)			5 (50)
14.	When you came to Watsonville this spring, did you know (SAMPLE CHILD) would go to a 45-15 year-round school?						
	Yes	10 (46)				10 (46)	
	No	12 (54)				12 (54)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
14.1 ... Do you come here earlier than you used to?						
No	6 (100)				6 (100)	
14.2 ... Do you leave here later than you used to?						
No	4 (100)				4 (100)	
14.3 ... Is there any other way you have changed the time that you are here?						
No	4 (100)				4 (100)	
15. If (SAMPLE CHILD) were not in school during the summer, would he probably help the family in its work?						
Yes	11 (41)				11 (41)	
No	16 (59)				16 (59)	
16. Do you think the year-round school will help (SAMPLE CHILD) get a better education?						
Yes	14 (64)				14 (64)	
No	8 (36)				8 (36)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
17. In reading, would you say you are...						
Very satisfied	279 (31)	154 (36)	88 (28)	13 (27)	3 (9)	21 (27)
Satisfied	448 (50)	191 (45)	169 (53)	22 (46)	16 (50)	50 (64)
Dissatisfied	149 (16)	66 (16)	52 (16)	13 (27)	13 (41)	5 (6)
Very dissatisfied	26 (3)	16 (4)	8 (2)	0	0	2 (3)
18. In math, would you say you are ...						
Very satisfied	211 (24)	118 (28)	65 (21)	12 (25)	2 (6)	14 (19)
Satisfied	486 (55)	208 (49)	189 (62)	25 (52)	21 (68)	43 (59)
Dissatisfied	166 (19)	88 (21)	46 (15)	10 (21)	8 (26)	14 (19)
Very dissatisfied	20 (2)	13 (3)	4 (1)	1 (2)	0	2 (3)

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
19.	In his/her ability to get along with others?						
	Very satisfied	309 (34)	164 (38)	105 (33)	13 (28)	6 (21)	21 (27)
	Satisfied	534 (59)	234 (55)	196 (61)	30 (65)	20 (71)	54 (68)
	Dissatisfied	47 (5)	23 (5)	15 (5)	3 (6)	2 (7)	4 (5)
	Very dissatisfied	9 (1)	6 (1)	3 (1)	0	0	0
20.	and how he/she feels about himself/herself?						
	Very satisfied	254 (28)	133 (32)	79 (25)	14 (31)	5 (17)	23 (28)
	Satisfied	586 (66)	256 (61)	224 (70)	27 (60)	22 (76)	57 (70)
	Dissatisfied	45 (5)	24 (6)	14 (4)	4 (9)	1 (3)	2 (2)
	Very dissatisfied	7 (1)	4 (1)	2 (1)	0	1 (3)	0
21.	Would you say, generally, that (SAMPLE CHILD) likes school, or that he/she tends to dislike it?						
	Likes school	829 (89)	391 (90)	289 (88)	41 (84)	31 (94)	77 (94)
	Dislikes school	56 (6)	29 (7)	15 (4)	6 (12)	1 (3)	5 (6)
	Neutral	42 (4)	13 (3)	26 (8)	2 (4)	1 (3)	0

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
22. Do you feel that (SAMPLE CHILD) is happy or unhappy about going to school most days?						
Happy	853 (92)	397 (91)	308 (93)	38 (81)	32 (94)	78 (95)
Unhappy	41 (4)	26 (6)	8 (2)	5 (11)	0	2 (2)
Neutral (In-between)	36 (4)	13 (3)	15 (4)	4 (8)	2 (6)	2 (2)
23. Do you feel that (SAMPLE CHILD) gets bored often during vacation--or is/she usually busy?						
Bored	212 (23)	101 (23)	59 (18)	11 (23)	10 (30)	31 (37)
Busy	610 (66)	290 (67)	225 (69)	28 (60)	22 (67)	45 (54)
Mixture of both	101 (11)	41 (10)	44 (13)	8 (17)	1 (3)	7 (8)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
24. After (SAMPLE CHILD) goes back into school, how long do you think it takes her/him to get back to work--to settle down?						
Right away/no time	404 (49)	189 (48)	146 (48)	13 (34)	15 (54)	41 (66)
One to four days/(less than 1 week)	189 (23)	103 (26)	63 (21)	6 (16)	8 (29)	9 (14)
Five days (1 week)	99 (12)	56 (14)	27 (9)	9 (24)	3 (11)	4 (6)
Six to ten days (2 weeks)	75 (9)	34 (9)	27 (9)	7 (18)	2 (7)	5 (8)
More than ten days (more than 2 weeks)	58 (7)	13 (3)	39 (13)	3 (8)	0	3 (5)
25. Does (SAMPLE CHILD) like to do things during the summer that he/she could not do during the three-week vacations of a 45-15 year-round school?						
Yes - usually	213 (52)		142 (48)	28 (64)		43 (62)
No - not usually	196 (48)		154 (52)	16 (36)		26 (38)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
25.1 What does the child like to do during the summer that he/she cannot do during the three-week vacations of a 45-15 year-round school?						
Sports	51 (27)		47 (36)	2 (8)		2 (5)
Camping	12 (6)		9 (7)	3 (12)		0
Ballet	1 (0)		1 (1)	0		0
Camp	2 (1)		1 (1)	1 (4)		0
Long vacations	10 (5)		4 (3)	4 (17)		2 (5)
Going places far away	22 (12)		14 (11)	6 (25)		2 (5)
Work	39 (20)		26 (20)	5 (21)		8 (21)
Summer school	13 (7)		10 (8)	0		3 (8)
4-H activities	3 (2)		3 (2)	0		0
Arts and crafts	9 (5)		5 (4)	0		4 (10)
Rest	6 (3)		3 (2)	1 (4)		2 (5)
Miscellaneous	23 (13)		6 (5)	2 (8)		15 (40)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
26. Did (SAMPLE CHILD) take a trip this summer away from home for more than a week?						
Yes	320 (41)	163 (38)	134 (43)	23 (51)		
No	469 (59)	267 (62)	180 (57)	22 (49)		
26.1 If yes, for how long was that?						
0 weeks	2 (1)	1 (1)	0	1 (4)		
1 week	119 (37)	69 (42)	46 (34)	4 (17)		
2 weeks	104 (32)	52 (32)	47 (35)	5 (22)		
3 weeks	54 (17)	25 (15)	24 (18)	5 (22)		
4 weeks	21 (7)	9 (6)	9 (7)	3 (13)		
5 weeks	6 (2)	2 (1)	3 (2)	1 (4)		
6 weeks	7 (2)	1 (1)	4 (3)	2 (9)		
8 weeks	4 (1)	3 (2)	0	1 (4)		
10 weeks	1 (0)	0	1 (1)	0		
12 weeks	2 (1)	1 (1)	0	1 (4)		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
27. This summer did your child have a job outside of the home, full or part-time?*						
Yes	169 (42)	39 (28)	95 (46)	6 (35)	1 (20)	28 (68)
No	236 (58)	98 (72)	110 (54)	11 (65)	4 (80)	13 (32)
28. Did he/she go to summer school this summer?						
Yes	86 (19)		56 (17)	5 (11)	25 (30)	
No	372 (81)		273 (83)	42 (89)	57 (70)	
29. Did (SAMPLE CHILD) go to school during vacation (or intersession) time?						
Yes	13 (45)				13 (45)	
No	16 (55)				16 (55)	
30. Did (SAMPLE CHILD) participate in an intersession activity at one of the 45-15 year-round schools?						
Yes	161 (20)	154 (36)	2 (1)	5 (11)		
No	640 (80)	276 (64)	322 (99)	42 (89)		

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*7th graders only

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
31.	Did he/she participate in any YMCA or any community activities?						
	Yes	314 (39)	183 (42)	116 (35)	15 (31)		
	No	495 (61)	250 (58)	212 (65)	33 (69)		
32.	Did he/she go to any summer camp, apart from camp at intersession?						
	Yes	65 (8)	36 (8)	26 (8)	3 (6)		
	No	743 (92)	398 (92)	301 (92)	44 (94)		
32.1	(IF YES) For how long?						
	0 weeks	11 (17)	6 (17)	5 (20)	0		
	1 week	50 (78)	29 (81)	19 (76)	2 (67)		
	2 weeks	2 (3)	1 (3)	1 (4)	0		
	4 weeks	1 (2)	0	0	1 (33)		

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
33.	Would (SAMPLE CHILD) like to do things during the summer that he/she can not do during the three-week vacation of a year-round school?						
	Yes	153 (38)	153 (38)				
	No	246 (62)	246 (62)				
33.1	(IF YES) What are they?						
	Sports	56 (41)	56 (41)				
	Camping	20 (14)	20 (14)				
	Camp	9 (6)	9 (6)				
	Long vacations	6 (4)	6 (4)				
	Go places far away	14 (10)	14 (10)				
	Work	6 (4)	6 (4)				
	Cooking class	2 (1)	2 (1)				
	4-H activities	1 (1)	1 (1)				
	Arts and crafts	1 (1)	1 (1)				
	Miscellaneous	23 (18)	23 (18)				

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
34. Do you think he/she feels bothered by the fact that he/she is going to school when other children are not?						
Yes	74 (18)	74 (18)				
No	345 (82)	345 (82)				
35. As you may know, each student in (SAMPLE CHILD)'s school usually changes rooms at the beginning of each attendance period. Do you feel (SAMPLE CHILD) is bothered by this, that he/she likes the change, or that it doesn't affect him/her much one way or the other?						
Bothered by the change	59 (14)	55 (14)			4 (14)	
Unaffected	295 (70)	276 (70)			19 (68)	
Likes the change	67 (16)	62 (16)			5 (18)	
36. Do you think having (SAMPLE CHILD) in a year-round school has made planning vacations easier or more difficult than if he/she were in a traditional 9-month school?						
Easier	156 (38)	156 (38)				
About the same	160 (39)	160 (39)				
More difficult	95 (23)	95 (23)				

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
37.	Has it kept you from going away on vacations or visits that you would have gone on if (SAMPLE CHILD) were in a traditional 9-month school?						
	Yes	90 (21)	90 (21)				
	No	333 (79)	333 (79)				
38.	Has it made it possible to go on vacations or visits you could not have gone on it (SAMPLE CHILD) were in a 9-month school?						
	Yes	203 (49)	203 (49)				
	No	213 (51)	213 (51)				

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
39.	Who generally takes care of (SAMPLE CHILD) during vacation, for instance, does he/she take care of him/herself or do you hire a babysitter, use a day care center?						
	Child himself	197 (21)	95 (22)	61 (18)	10 (21)	6 (18)	25 (30)
	Mother/father	569 (61)	261 (60)	228 (69)	27 (56)	17 (52)	36 (43)
	Relative other than parent	102 (11)	45 (10)	26 (8)	8 (17)	4 (12)	19 (23)
	Intersession at school	3 (0)	3 (1)	0	0	0	0
	Day Care Center	11 (1)	9 (2)	0	1 (2)	1 (3)	0
	Sitter in sitter's home	18 (2)	13 (3)	4 (1)	0	0	1 (1)
	Sitter in child's home	13 (1)	6 (1)	4 (1)	1 (2)	2 (6)	0
	Other	16 (2)	3 (1)	7 (2)	1 (2)	3 (9)	2 (2)
40.	Is it easier or more difficult to find child care for (SAMPLE CHILD) with him/her going to a 45-15 school than it would be if he/she were in a 9-month program?						
	Easier	57 (29)	57 (29)				
	More difficult	49 (25)	49 (25)				
	About the same	90 (46)	90 (46)				

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
40.1 Why is child care easier?						
Intersession as child care	3 (6)	3 (6)				
Shorter vacation	17 (35)	17 (35)				
Miscellaneous	29 (59)	29 (59)				
40.2 Why is child care more difficult?						
Hard to coordinate	7 (16)					
Older kids available	6 (14)					
Baby sitters easier to get in summer	10 (23)					
Schedule	11 (25)					
Miscellaneous	10 (23)					
41. Is it costing you money, or are you saving by having your child in a 45-15 year-round school?						
Costing	4 (14)				4 (14)	
Saving	4 (14)				4 (14)	
Makes no difference	20 (71)				20 (71)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
42. Would you say (SAMPLE CHILD'S) participation in the 45-15 program has affected your family budget?						
Yes	62 (15)	62 (15)				
No	361 (85)	361 (85)				
43. Is it more or less difficult finding recreation programs for (SAMPLE CHILD) during the non-summer vacations than during the summertime vacations?						
More difficult	131 (33)	131 (33)				
About the same	169 (43)	169 (43)				
Less difficult	35 (9)	35 (9)				
Don't use recreational programs	59 (15)	59 (15)				

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Thinking of your community generally, do you feel 45-15 year-round schooling ...						
44. saves money for the community?						
Yes	252 (67)	193 (76)	51 (53)	8 (33)		
No	123 (33)	61 (24)	46 (47)	16 (67)		
45. makes people want to move into the area so their children can attend?						
Yes	106 (13)	76 (18)	24 (8)	6 (13)		
No	378 (48)	198 (47)	149 (46)	31 (69)		
Don't know/no opinion	306 (39)	149 (35)	149 (46)	8 (18)		
46. keeps children busy during the summer?						
Yes	576 (72)	371 (87)	175 (54)	30 (64)		
No	78 (10)	35 (8)	35 (11)	8 (17)		
Don't know/no opinion	141 (18)	21 (5)	111 (35)	9 (19)		
47. lowers juvenile crime?						
Yes	364 (46)	251 (59)	104 (32)	9 (20)		
No	200 (25)	83 (19)	93 (29)	24 (52)		
Don't know/no opinion	229 (29)	93 (22)	123 (38)	13 (28)		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
48. provides migrants with a better education?						
Yes	364 (47)	238 (57)	112 (35)	14 (33)		
No	144 (18)	70 (17)	60 (19)	14 (33)		
Don't know/no opinion	271 (35)	108 (26)	148 (46)	15 (35)		
49. helps to improve school programs?						
Yes	349 (44)	263 (62)	77 (24)	9 (20)		
No	177 (22)	85 (20)	70 (22)	22 (48)		
Don't know/no opinion	264 (33)	75 (18)	174 (54)	15 (33)		
50. has other effects on the community?						
Yes	199 (26)	129 (32)	60 (19)	10 (22)		
No	323 (42)	176 (43)	124 (40)	23 (50)		
Don't know/no opinion	248 (32)	105 (26)	130 (41)	13 (28)		

51. Do you think the year-round school program in the Pajaro Valley should be expanded to include more schools, do you think it should be reduced to fewer schools, or do you think it should stay about the same?

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Should be expanded	285 (46)	210 (56)	69 (32)	6 (15)		
Should stay the same	231 (37)	125 (34)	94 (44)	12 (29)		
Should be reduced	111 (18)	37 (10)	51 (24)	23 (56)		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
51.1 Why should it be expanded?						
Vacation schedule	5 (2)	4 (2)	1 (2)	0		
During long vacations, too many children idle	6 (2)	5 (2)	1 (2)	0		
Kids don't get bored	4 (2)	3 (2)	1 (2)	0		
In interest of all kids	10 (4)	9 (4)	1 (2)	0		
Less review	2 (1)	2 (1)	0	0		
Keeps children busy	17 (6)	14 (7)	3 (5)	0		
Better for younger children	2 (1)	2 (1)	0	0		
Mothers like it/likes it	15 (6)	9 (4)	6 (10)	0		
Better use of facilities	2 (1)	0	2 (3)	0		
Best system/better idea	25 (9)	17 (8)	7 (11)	1 (17)		
More should try it/should include all schools	33 (12)	23 (11)	9 (14)	1 (17)		
All schools should be on same schedule/easier on some	22 (8)	15 (7)	5 (8)	2 (33)		
Gives better education	4 (2)	4 (2)	0	0		
Saves taxes	4 (2)	4 (2)	0	0		
Schools will be too crowded/alleviate overcrowding	56 (21)	42 (21)	13 (21)	1 (17)		
Many problems with siblings on TCS	1 (0)	1 (0)	0	0		
Would eliminate multi-graded classes	1 (0)	1 (0)	0	0		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
51.1 Why should it be expanded?						
Go to YRS if more	3 (1)	3 (2)	0	0		
Should be in high school	8 (3)	6 (3)	2 (3)	0		
Gives people choice	8 (3)	3 (2)	4 (6)	1 (17)		
Miscellaneous	39 (14)	32 (16)	7 (11)	0		
Referred to total number of schools, not YR schools	5 (2)	4 (2)	1 (2)	0		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
51.2 Why should it stay the same?						
Vacation schedule	2 (1)	1 (1)	1 (1)	0		
Kids like it	1 (1)	1 (1)	0	0		
Kids in school too much	1 (1)	0	1 (1)	0		
Hard on teachers	2 (1)	2 (2)	0	0		
Not successful	3 (2)	2 (2)	1 (1)	0		
Don't like it	8 (4)	5 (5)	3 (4)	0		
Fine as is/should stay same, ones who want it are in it	34 (18)	18 (18)	16 (20)	0		
Need alternative to double sessions	3 (2)	2 (2)	0	1 (9)		
Not in high school	2 (1)	0	1 (1)	1 (9)		
Would take money to change	3 (2)	3 (3)	0	0		
People should have choice/some like it	101 (52)	54 (52)	42 (53)	5 (46)		
Needs more study	2 (1)	0	2 (2)	0		
Miscellaneous	30 (16)	14 (14)	12 (15)	4 (36)		
Referred to total number of schools, not YR schools	1 (1)	1 (1)	0	0		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
51.3 Why should it be reduced?						
Most kids in school, ones on vacation cause problems	1 (1)	0	1 (2)	0		
Continue to work on 45/15	1 (1)	1 (3)	0	0		
Most parents prefer traditional/ not enough attending YRS	15 (16)	6 (18)	4 (9)	5 (25)		
Should be eliminated	6 (6)	0	3 (7)	3 (15)		
Not successful	7 (7)	2 (6)	4 (9)	1 (5)		
Doesn't serve its purpose	7 (7)	2 (6)	3 (7)	2 (10)		
Few people like it/dislikes	31 (32)	10 (29)	17 (40)	4 (20)		
Should have one schedule	4 (4)	1 (3)	3 (7)	0		
Miscellaneous	24 (25)	11 (32)	8 (19)	5 (25)		
Referred to total number of schools, not YR schools	1 (1)	1 (3)	0	0		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
52. Summarizing, can you say what the things are you like about 45-15 schooling?						
Vacation schedule	107 (25)	103 (25)			4 (15)	
Short vacations	70 (16)	68 (17)			2 (8)	
Occupied during summer	22 (5)	21 (5)			1 (4)	
Keeps kids busy	58 (13)	58 (14)			0	
Kids don't get bored	53 (12)	50 (12)			3 (12)	
Kids don't get tired of being home	7 (2)	7 (2)			0 (0)	
Kids don't get tired of school/rest periodically	39 (9)	36 (9)			2 (8)	
Good for working mothers/fathers	19 (4)	19 (5)			0	
Kids are in school more	10 (2)	9 (2)			1 (4)	
Kids are at school all year around	9 (2)	8 (2)			1 (4)	
Less time to get in trouble	4 (1)	4 (1)			0	
Easier on parents/child care easier	10 (2)	10 (2)			0	
Lets mother help children	3 (1)	3 (1)			0	
Prefers this	5 (1)	3 (1)			2 (8)	
Children different tracks not at home at once	1 (0)	1 (0)			0	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
52. (Continued)						
Children retain more	45 (10)	45 (11)			0	
Don't forget during vacation	42 (10)	41 (10)			1 (4)	
Less time reviewing	10 (2)	10 (2)			0	
Easier to adjust to school after vacation	13 (3)	13 (3)			0	
Saves money	2 (0)	2 (0)			0	
Better attitude toward school	14 (3)	14 (3)			0	
Better uses of classrooms (school facilities)	35 (8)	35 (9)			0	
Classes are smaller (no double session)	20 (5)	20 (5)			0	
Makes children brighter (learning better)	17 (4)	16 (4)			1 (4)	
Children's grades improve	3 (1)	2 (0)			1 (4)	
Teachers spend more time with students	6 (1)	6 (1)			0	
Quality of teachers	7 (2)	7 (2)			0	
Intersession	11 (3)	11 (3)			0	
Improved education	55 (13)	49 (12)			6 (23)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
52. (Continued)						
Children prefer it	21 (5)	18 (4)			3 (12)	
Miscellaneous	62 (14)	60 (15)			2 (8)	
There is nothing I like	46 (11)	40 (10)			6 (23)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
53. And the things you don't like about 45-15?						
Vacation schedule	51 (12)	44 (11)			7 (24)	
Planning vacations	21 (5)	21 (5)			0	
Track has more vacations	2 (0)	2 (0)			0	
Too many half-days	17 (4)	17 (4)			0	
Not having all children on same track	20 (5)	19 (5)			1 (3)	
Difficult for child to work	4 (1)	4 (1)			0	
Longer to adjust after vacations	3 (1)	2 (0)			1 (3)	
Kids in school less	1 (0)	1 (0)			0	
Forgetting during breaks	11 (3)	8 (2)			3 (10)	
Doesn't improve education	18 (4)	15 (4)			3 (10)	
Just saves space	1 (0)	1 (0)			0	
Multi-graded classes/too crowded	19 (4)	18 (4)			1 (3)	
Curriculum	11 (3)	11 (3)			0	
Changing rooms	10 (2)	10 (2)			0	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
53. And the things you don't like about 45-15? (Continued)						
Too many problem kids in same classes after vacation	1 (0)	1 (0)			0	
Same teacher for two years	3 (1)	3 (1)			0	
Sport program	4 (1)	4 (1)			0	
Too many migrants on YR schedule/ bilingual	6 (1)	6 (1)			0	
Hard on working parents	2 (0)	1 (0)			1 (3)	
Child care a problem	6 (1)	6 (1)			0	
Transportation	5 (1)	5 (1)			0	
Prefer traditional/don't like YRS	5 (1)	5 (1)			0	
Teachers don't attend college classes during summer	1 (0)	1 (0)			0	
Teachers	15 (3)	15 (4)			0	
YRS more expensive	1 (0)	1 (0)			0	
Kids don't like	2 (0)	2 (0)			0	
Miscellaneous	65 (15)	60 (15)			5 (17)	
There is nothing I dislike	216 (50)	202 (50)			14 (48)	

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
54. Do you think a three-month school vacation is too long for most parents?						
Yes	405 (54)	275 (70)	114 (36)	16 (36)		
No	344 (46)	116 (30)	200 (64)	28 (64)		
55. In general, then, do you prefer schools with 45-15 year-round programs, or traditional 9-month schools?						
45-15	352 (45)	301 (72)	45 (14)	6 (13)		
Traditional 9-month	371 (48)	95 (23)	238 (76)	38 (83)		
No preference	55 (7)	24 (6)	29 (9)	2 (4)		
Schools with both	2 (0)	1 (0)	1 (0)	0		
56. Do you think a 9-month school year is too short for most children?						
Yes	22 (21)				1 (4)	21 (27)
No	81 (79)				23 (96)	58 (73)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
57. One alternative to year-round programs is having double session. School having double sessions means a student only attends school for a half-day. In general do you prefer schools with double sessions or schools with year-round programs?						
Double sessions	109 (13)	27 (7)	51 (18)	11 (26)	2 (6)	18 (25)
Year-round school	638 (77)	359 (89)	177 (63)	24 (56)	29 (88)	49 (68)
No preference	85 (10)	16 (4)	54 (19)	8 (19)	2 (6)	5 (7)
58. An alternative to schools with double sessions or year-round programs is to build a number of new schools. This would, however, increase property taxes. Would you prefer building new schools or having your child attend a school on a year-round basis?						
Build schools	223 (31)	92 (23)	109 (39)	22 (51)		
Attend year-round school	408 (57)	282 (72)	113 (41)	13 (30)		
No preference	83 (12)	20 (5)	55 (20)	8 (19)		

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
59. Have you (or has your husband/wife) done volunteer work in your child's classroom during the last school year?						
Yes	135 (15)	64 (15)	46 (14)	9 (19)	1 (3)	15 (18)
No	768 (85)	352 (85)	280 (86)	38 (81)	32 (97)	66 (82)
59.1 About how many times?						
12 or more times (1/month)	29 (34)	18 (39)	5 (24)	3 (50)	0	3 (25)
4-12 times (every 3 months/more)	21 (24)	12 (26)	4 (19)	0	0	5 (42)
Less than 4 times (less than every 3 months)	36 (42)	16 (35)	12 (57)	3 (50)	1 (100)	4 (33)
60. Have you (or has your husband/wife) done other volunteer work connected with your child's school this school year?						
Yes	231 (26)	131 (31)	75 (23)	14 (30)	1 (3)	10 (12)
No	673 (74)	286 (69)	251 (77)	33 (70)	32 (97)	71 (88)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
61. Are you or your husband/wife members of the School Advisory Council--or PAC?						
Yes	22 (20)				2 (7)	20 (25)
No	89 (80)				28 (93)	61 (75)
62. Have you or your husband/wife attended any Home and School, PTA or other school associated meetings within the past year?						
Yes	416 (46)	189 (46)	140 (43)	20 (42)	16 (48)	51 (63)
No	489 (54)	225 (54)	189 (57)	28 (58)	17 (52)	30 (37)
63. Have you or your husband/wife visited you child's school in the past year?						
Yes	753 (83)	378 (91)	258 (79)	35 (73)	28 (85)	54 (67)
No	150 (17)	38 (9)	67 (21)	13 (27)	5 (15)	27 (33)

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
64.	Have you or your husband/wife talked to your child's teacher in the past year?						
	Yes	716 (80)	362 (87)	237 (74)	38 (79)	24 (75)	55 (69)
	No	181 (20)	53 (13)	85 (26)	10 (21)	8 (25)	25 (31)
64.1	About how many times would you say?						
	Once	116 (17)	51 (14)	45 (20)	5 (14)	7 (30)	8 (15)
	Twice	164 (24)	69 (19)	61 (27)	10 (27)	7 (30)	17 (32)
	Three times	137 (20)	69 (19)	43 (19)	4 (11)	7 (30)	14 (26)
	Four times	276 (40)	166 (47)	76 (34)	18 (49)	2 (9)	14 (26)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
65. How many people live in your home most of the time?						
2	9 (1)	2 (0)	5 (2)	1 (2)	0	1 (1)
3	73 (8)	35 (8)	35 (11)	2 (4)	1 (3)	0
4	239 (26)	129 (29)	92 (28)	12 (24)	4 (12)	2 (2)
5	241 (26)	137 (31)	76 (23)	16 (33)	5 (15)	7 (8)
6	148 (16)	62 (14)	55 (17)	8 (16)	9 (26)	14 (17)
7	91 (10)	41 (9)	26 (8)	4 (8)	3 (9)	17 (20)
8 or more	134 (14)	34 (8)	40 (12)	6 (12)	12 (35)	42 (51)
66. What language do you usually speak at home?						
Dominant English	624 (67)	354 (80)	227 (69)	36 (72)	5 (15)	2 (2)
Dominant Spanish	277 (30)	62 (14)	93 (28)	12 (24)	29 (85)	81 (98)
Dominant Portuguese	17 (2)	13 (3)	4 (1)	0	0	0
Dominant other	17 (2)	11 (3)	4 (1)	2 (4)	0	0

		Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
71.	Family structure						
	Living with both parents	816 (86)	384 (87)	286 (86)	39 (78)	30 (88)	77 (92)
	Parents separated-divorced, living with mother	58 (6)	34 (8)	18 (5)	4 (8)	2 (6)	0
	Parents separated-divorced, living with father	4 (0)	2 (1)	2 (1)	0	0	0
	Mother dead, living with father	1 (0)	1 (0)	0	0	0	0
	Father dead, living with mother	19 (2)	7 (2)	8 (2)	1 (2)	0	3 (4)
	Single parent-mother	27 (3)	8 (2)	12 (4)	4 (8)	2 (6)	1 (1)
	Single parent-father	3 (0)	2 (1)	1 (0)	0	0	0
	Neither	15 (2)	4 (1)	6 (2)	2 (4)	0	3 (4)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
76. Now I am going to give you some categories or groups. From these please tell me what your total household income before taxes was for this past year, 1976. You can stop me when I come to the right category.						
group A under 3,000	40 (5)	15 (4)	14 (6)	2 (4)	3 (12)	6 (9)
group B between 3,000 and 5,000	80 (10)	27 (7)	26 (10)	7 (16)	5 (20)	15 (23)
group C between 5,000 and 7,000	95 (12)	38 (10)	23 (9)	6 (13)	10 (40)	18 (27)
group D between 7,000 and 9,000	92 (12)	39 (10)	29 (12)	5 (11)	3 (12)	16 (24)
group E between 9,000 and 11,000	92 (12)	47 (12)	30 (12)	8 (18)	4 (16)	3 (4)
group F between 11,000 and 13,000	86 (11)	52 (14)	30 (12)	2 (4)	0	2 (3)
group G between 13,000 and 15,000	69 (9)	38 (10)	22 (9)	5 (11)	0	4 (6)
group H between 15,000 and 17,000	47 (6)	31 (8)	11 (4)	4 (9)	0	1 (2)
group I between 17,000 and 20,000	64 (8)	37 (10)	23 (9)	3 (7)	0	1 (2)
group J over 20,000	105 (14)	61 (16)	41 (16)	3 (7)	0	0

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
79. Could you say, then, that year-round schooling is better or worse than you had expected, or is it about what you thought?						
Better	232 (57)	232 (57)				
About what I thought	156 (38)	156 (38)				
Worse	21 (5)	21 (5)				
80. Are the children in the family on different tracks?						
No	752 (80)	277 (63)	331 (99)	40 (80)	21 (62)	83 (99)
Yes	191 (20)	165 (37)	2 (1)	10 (20)	13 (38)	1 (1)

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Does YRS cost or save your family money?						
Costs	33 (65)	33 (65)				
Saves	18 (35)	18 (35)				

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Mother's education						
none thru grade 3	133 (15)	29 (7)	40 (13)	4 (9)	14 (42)	46 (63)
grade 4 thru grade 6	111 (13)	41 (10)	39 (13)	1 (2)	10 (30)	20 (27)
grade 7 thru grade 9	130 (15)	57 (14)	53 (17)	9 (21)	5 (15)	6 (8)
grade 10 thru grade 12	335 (39)	200 (48)	108 (35)	23 (53)	3 (9)	1 (2)
AA or part college or professional school	134 (15)	78 (19)	52 (17)	3 (7)	1 (3)	0
Bachelor's degree	23 (3)	9 (2)	11 (4)	3 (7)	0	0
Master's degree	4 (0)	2 (0)	2 (1)	0	0	0

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Father's education						
none thru grade 3	114 (15)	26 (7)	41 (15)	4 (11)	11 (38)	32 (51)
grade 4 thru grade 6	101 (13)	38 (10)	31 (12)	1 (3)	10 (34)	21 (33)
grade 7 thru grade 9	95 (13)	42 (12)	39 (15)	3 (8)	4 (14)	7 (11)
grade 10 thru grade 12	255 (13)	143 (40)	88 (33)	19 (53)	2 (7)	3 (5)
AA or part college or professional school	153 (20)	92 (25)	52 (19)	7 (19)	2 (7)	0
Bachelor's degree	25 (3)	16 (4)	9 (3)	0	0	0
Master's degree	14 (2)	5 (1)	7 (3)	2 (6)	0	0

	Total	Year-Round Program	Traditional Calendar School	Traditional Calendar Program	Migrants and YRS	Migrants and TCS
Both parents work						
Yes	392 (42)	183 (41)	138 (41)	16 (32)	16 (47)	39 (46)
No	551 (58)	259 (59)	195 (59)	34 (68)	18 (53)	45 (54)

YEAR-ROUND SCHOOL PROJECT
SUMMER 1977 PARENT INTERVIEW

General Instructions for Telephone Interviewers

All questions must be read exactly as they are worded. Changing even one word can change the meaning of a question. Read everything in a natural, even-toned manner, emphasizing only those words which are underlined. Pause only at commas or after each code category.

Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence; to change that sequence would destroy the intent of the questionnaire.

In dealing with survey data, as with all other data collection, data should never be assumed. Code answers as they are given, even if they appear to be at variance with other items. Of course, no comment should be made to the respondent that this is at variance with her previous replies.

Some things that you hear during the course of an interview may interest or surprise you very much, and you may feel tempted to pass them on to others. It is your professional responsibility to resist such temptation and keep to yourself anything you were told during an interview.

At all times during the interview a pleasant relationship needs to be maintained. "Don't knows" and refusals should be accepted gracefully. This does not mean that the interviewer should never probe--there are specific questions that require probes--however, this should always be done carefully. The respondent should never feel that her response is being questioned.

You must maintain a neutral attitude with your respondent. Show no surprise at things you hear, nor treat the respondent condescendingly. The respect you have for her opinion will show clearly in your voice and will not only put her at ease but will ensure the collection of more valid data.

Sometimes an otherwise cooperative respondent will refuse to answer a particular question by saying "I don't know," or "I'd rather not answer that." If necessary, assure her that she may speak freely and without fear. Explain that her answers, along with those of other people, will be key-punched and presented only in the form of statistics. No one outside the small SRI staff working on the survey will ever see her name, or will connect her name with her replies.

The interview should be kept as businesslike as possible. At times a respondent will want to talk a great deal, and ramble on with lengthy stories. Gently interrupt her as soon as you can and bring her back to the last point of the interview. You must, of course, be careful not to antagonize the respondent in this process. This situation is more likely to develop during the delivery of the open-ended questions.

Respondents With More Than One Sample Child

You may find yourself interviewing a mother of two sample children probably twins. This will be rare, but it could happen. In this case do two complete interviews, one for each child. However, there are a number of questions that do not relate to the child, only to the respondent. Your supervisor will tell you exactly which questions may be omitted.

Possible Questions from the Respondent

The following are questions which you may get asked about SRI and our role in the evaluation, and about the survey itself. If other questions come up which are not on this list, the best rule to follow is to answer them honestly--even if it means saying "I don't know, I'll have to check with my supervisor on that...why don't I do that at the end of this interview and give you the answer?" This will probably never happen, but it could.

What is SRI--who are you?

SRI is a research organization. We do research and conduct surveys for educational agencies and also for other organizations in business and industry.

Doesn't it cost a lot of money calling everyone on the telephone?

No, we actually save money by using special telephone lines--and it is very much less than having someone visit everyone in their homes.

Why me?

We are talking with all parents whose children we have tested (there are about 1,400)--and we want to hear how you feel about year-round schooling, and talk with you about your child.

What happens to the answers I give?

Your answers are put together with all the others we get and presented only in the form of statistics. No one outside the SRI staff members involved will ever see your name or will be able to connect your name with your answers.

How long will it take?

About twenty minutes. (Try to encourage the respondent to complete the interview at that time, but accept a call back if she prefers).

Probing

A probe is used to help the respondent focus on the question. A general rule is that the interviewer must never lead the respondent--that is, no answer should be fed that the respondent can use.

Probing Open-Ended Questions

Phrases such as "Couldn't you tell me (what the things you like about year-round schooling), or "Can't you think of something Tommy does in the summer?" are acceptable probes and are particularly useful in the open-ended questions. If the respondent still says "I don't know," back off and don't probe any more.

If respondent has answered an open-ended question, but you feel there might be another response to it, ask "Can you tell me anything else about...?" This is a final probe.

Probing All Other Questions

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The attached questionnaire has been marked to indicate not only coding and interview techniques, but also to show areas where probes are either required or allowed. There are a few questions where a probe is not allowable, and these are marked with the phrase NO PROBE.

At times a respondent will indicate with a don't know that she cannot make up her mind about the categories you have given. The best thing to do in these cases is to ask "Can you tell me whether it was..." and run through the categories again. Each interview will have a different feel to it, and it will be up to the interviewer to know how much the respondent can be probed to fit an answer into a category. There will be two considerations which will have to be given to this; the first is that probing every question will make the interview run for a very long time and may put the interview in danger of being cut off before it is completed; the other is that a probe will refine the answer that is given, and the quality of the data will be improved.

YEAR-ROUND SCHOOL PROJECT
SUMMER 1977 PARENT INTERVIEW

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Why me?

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Appendix D

THE TEACHER OPINION QUESTIONNAIRE

Teachers' attitudes toward PVUSD's year-round program, and their perceptions of its impacts, were assessed through a questionnaire survey administered in Spring 1977, nearly 5 years after the introduction of the YRS program. Because four of the year-round schools included a TCS program, the survey included three groups of teachers:

- Faculty teaching in a YRS program (total surveyed = 81).
- Faculty teaching in a TCS program at a year-round school (total surveyed = 14).
- Faculty teaching at one of the traditional-calendar comparison schools (total surveyed = 61).*

Survey administration was completed during faculty meetings at each of the eight schools in April 1977. The SRI project director visited each school during a faculty meeting to explain the study, distribute the questionnaires, and answer teachers' questions about the study or the survey. The survey was the last item on the meeting agenda, and questionnaires were collected as they were completed. This method was chosen for several reasons. First, it appeared to minimize respondent burden. Teachers were not required to leave their classrooms for personal interviews or to find evening or weekend time in which to complete a questionnaire. Second, it encouraged prompt return of completed questionnaires from a substantial majority of the target groups. (We were concerned that return rates on a mailed survey would be unacceptably low at the comparison schools.) Third, it provided a simple means for ensuring that all teachers were given essentially the same information about the purpose of the survey and that their questions were answered accurately and consistently. Finally, it provided a convenient opportunity for some informal discussion between the teachers and the SRI project director.

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*The population of teachers available for surveying was 169 (105 in year-round schools and 64 in traditional-calendar schools).

Two versions of the questionnaire were used: one for YRS teachers and one for TCS teachers. Most questions were the same in both forms; however, a small number of questions were asked only of the YRS teachers (e.g., "What track do you teach?").

Respondent statistics are displayed in Table D-1. Overall, the sample is almost evenly divided between YRS and TCS teachers; however, YRS teachers represent about 60% of the elementary sample, while TCS teachers make up about 60% of the junior high school sample. Just under 20% of the TCS teachers are located in the year-round schools; the other 80% are based in the three comparison schools.

Teacher Demographics

Teaching Experience

With regard to teachers' age and length of teaching experience, the YRS and TCS groups are roughly comparable. The average teacher respondent reported 12 to 13 years of teaching experience, of which about three-fourths (9 to 10 years) was in the Pajaro district and about half (6 to 7 years) at the respondent's current school.

Although the "average" experience pattern was quite similar for the YRS and TCS groups, the traditional sample included somewhat larger proportions of younger teachers with 5 or fewer years of teaching experience and of older teachers with more than 20 years of teaching. This variation is due mainly to differences between respondent groups at the two elementary comparison schools. One school consisted almost entirely of teachers with at least 10 years of experience; the "newest" respondent had been at the school for 7 years. At the second comparison school, a substantial minority reported less than 5 years of total teaching experience, and 85% had been at the school for less than 5 years.* At the junior high comparison school, faculty experience patterns were comparable to those at the year-round school.

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*The high turnover rate at this school is largely a result of its designation as a bilingual center and the district's efforts to staff the facility with bilingual teachers.

Table D-1

RESPONDENTS TO THE TEACHER OPINION QUESTIONNAIRE

	YRS Teachers	TCS Teachers	Total
Elementary			
Amesti	16	1	17
Calabasas	15	0	15
Freedom	18	4	22
Hyde	11	6	17
MacQuiddy	0	11	11
Pajaro	0	20	20
Total elementary	60	42	102
Junior High			
Rolling Hills	21	3	24
E.A. Hall	0	30	30
Total junior high	21	33	54
Total	81	75	156

Just about half the teachers surveyed had taught under both the YRS and TCS programs during their careers. In particular, 85% of YRS teachers reported at least 1 year of TCS teaching experience, and half reported more than 5 years. TCS teachers, on the other hand, were far less likely to indicate personal experience with a year-round schedule. Only 15% reported 1 or more years under a YRS program; most of these were TCS teachers based at year-round schools.

Teachers' Educational Backgrounds

The level of education completed was similar between the YRS and TCS groups, with 20% having completed a Master's degree or higher, 65% reporting some graduate work, and 15% having completed only a Bachelor's degree. As Table D-2 indicates, traditional teachers were somewhat more likely to report training to work with disadvantaged, gifted, non-English-speaking, or migrant children. Substantial (and similar) majorities of both groups reported experience working with these types of children.

Table D-2

TEACHERS' TRAINING AND EXPERIENCE
WITH STUDENTS HAVING SPECIAL NEEDS

	Training		Experience	
	YRS Teachers	TCS Teachers	YRS Teachers	TCS Teachers
Disadvantaged	47%	59%	78%	81%
Gifted	19	40	59	69
Children from homes where English is not the primary language	51	67	88	93
Children of migrant workers	36	54	86	89

Prediction of YRS Teachers' Attitudes Toward the YRS Program

A special analysis was conducted using data from YRS teachers only, to examine the relative potency of personal preference for the YRS teaching and vacation schedule as predictors of perceived program impacts and vice versa. The basic question addressed by this analysis is whether teachers' scheduling preferences apparently determine their perceptions of program impacts, or conversely, whether their perceptions of program impacts determine their scheduling preferences.*

The measure used in this analysis was asymmetric lambda, a statistic available in the SPSS Crosstabs program (see Nie et al., 1975, pp. 225-226, for the derivation of asymmetric lambda). Essentially, lambda measures the percentage of improvement in our ability to predict the value of the dependent variable once we know the value of the independent variable. It makes the assumption that the best strategy for predicting the value of the dependent variable, with no knowledge of the independent variable, is to select the category with the most cases. It then measures the improvement in predictions of the dependent variable when we do know the value of the independent variable.

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*Data from TCS teachers were not included in this analysis because there was almost no variation in scheduling preferences. Virtually all the TCS teachers preferred the teaching and vacation schedules in a traditional 9-month program to those in the YRS program.

A lambda of 0.000 means that there is no improvement in prediction of the dependent variable when we have knowledge of the value of the independent variable. A value of 1.000 means that prediction can be made without error because each category on the independent variable is associated with a single category on the dependent variable. The analysis tested prediction in both directions; that is, for each pair of variables, it first treated one as the independent variable and then treated the other as independent.

Results of this analysis are displayed in Tables D-3 through D-5.

Table D-3

ASYMMETRIC LAMBDA ANALYSIS USING "VACATION SCHEDULE PREFERENCE"

Survey Item	Reduction in Uncertainty Treating Vacation Schedule Preference as:	
	Independent Variable	Dependent Variable
More flexible work schedule	0.429	0.469
Most students prefer	0.037	0.240
Students settle down more quickly	0.344	0.419
Costs more per student	0.000	0.174
Higher quality of education	0.222	0.500
Average student does better	0.176	0.435
Below average student does better	0.120	0.350
Migrant student does better	0.000	0.174
Fewer discipline problems	0.120	0.300
Greater student absenteeism	0.047	0.174
More vandalism	0.158	0.062
Personal preference for teaching schedule	0.547	0.676
Preference of most teachers at this school	0.241	0.241
More difficult to teach	0.000	0.294
Easier to coordinate extracurricular activities	0.000	0.125
Easier to provide remedial instruction	0.000	0.161
Easier to plan daily schedule	0.282	0.333
More tiring for teachers	0.000	0.361
More tiring for students	0.156	0.200
Establishing routine under YRS	0.209	0.314
Packing and storing supplies under YRS	0.000	0.000
Several short vacations under YRS	0.265	0.457

Table D-4

ASYMMETRIC LAMBDA ANALYSIS USING "SCHEDULE MORE DIFFICULT TO TEACH"

Survey Item	Reduction in Uncertainty Treating Schedule More Difficult to Teach as: Independent Variable	Dependent Variable
Vacation schedule preferred	0.294	0.000
More flexible work schedule	0.030	0.000
Most students prefer	0.000	0.000
Students settle down more quickly	0.000	0.000
Costs more per student	0.000	0.000
Higher quality of education	0.077	0.000
Average student does better	0.156	0.000
Below average student does better	0.000	0.000
Migrant student does better	0.000	0.000
Fewer discipline problems	0.083	0.000
Greater student absenteeism	0.000	0.000
More vandalism	0.158	0.071
Personal preference for teaching schedule	0.229	0.000
Preference of most teachers at this school	0.000	0.000
Easier to coordinate extracurricular activities	0.167	0.100
Easier to provide remedial instruction	0.000	0.000
Easier to plan daily schedule	0.132	0.000
More tiring for teachers	0.240	0.217
More tiring for students	0.031	0.000
Establishing routine under YRS	0.024	0.000
Packing and storing supplies under YRS	0.000	0.000
Several short vacations under YRS	0.000	0.000

Table D-5

ASYMMETRIC LAMBDA ANALYSIS USING
"SCHEDULE MORE TIRING FOR TEACHERS"

Survey Item	Reduction in Uncertainty Treating Schedule More Tiring for Teachers as: Independent Variable	Dependent Variable
Vacation schedule preferred	0.361	0.000
More flexible work schedule	0.114	0.000
Most students prefer	0.000	0.000
Students settle down more quickly	0.151	0.000
Costs more per student	0.000	0.000
Higher quality of education	0.000	0.000
Average student does better	0.091	0.083
Below average student does better	0.000	0.000
Migrant student does better	0.000	0.000
Fewer discipline problems	0.000	0.000
Greater student absenteeism	0.050	0.000
More vandalism	0.263	0.000
Personal preference for teaching schedule	0.270	0.000
Preference of most teachers at this school	0.148	0.000
More difficult to teach	0.217	0.240
Easier to coordinate extracurricular activities	0.000	0.100
Easier to provide remedial instruction	0.000	0.000
Easier to plan daily schedule	0.300	0.000
More tiring for students	0.091	0.000
Establishing routine under YRS	0.159	0.000
Packing and storing supplies under YRS	0.000	0.000
Several short vacations under YRS	0.000	0.000

Response Tabulations

Response tabulations for each question on the survey instrument are presented below. For questions dealing with demographic characteristics, and teaching assignment, response patterns are shown separately for the YRS and TCS respondent groups. For questions of school climate and attitudes towards the YRS program, respondents are grouped by level of school (elementary and junior high) as well as teaching assignment (YRS program, TCS program at a year-round school, traditional-calendar school).

1. By July, 1977, how many years of full time teaching will you have completed?

		Mean	
		YRS	TCS
1.1	Total number of years teaching	12.4	12.8
1.2	In Pajaro Valley Unified School District	8.9	10.0
1.3	At this school	6.4	7.2
1.4	Under a traditional, or 9-month calendar	7.0	11.5
1.5	Under a year-round calendar	3.9	.4

2. What is the highest level of education you will have completed by the end of this school year (June, 1977)?

		YRS	TCS
Bachelor's degree		13 (16)*	11 (15)
Graduate Work		35 (43)	38 (51)
Work toward a Master's degree		16 (20)	11 (15)
Master's degree or above		12 (15)	7 (9)
Graduate work beyond a Master's		5 (6)	7 (9)
Missing		0	1 (1)
	Total	81 (100)	75 (100)

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*Percent of total will be presented in parenthesis.

	YRS	TCS
3. What type of teaching certificate or credential do you have?		
Temporary, intern or emergency	1 (1)	3 (4)
Renewable, but not temporary	7 (9)	9 (12)
Permanent or long-term	73 (90)	63 (84)
4. What is your age?		
20-29 years	10 (12)	16 (21)
30-39 years	30 (37)	26 (35)
40-49 years	26 (32)	13 (17)
50-59 years	11 (14)	16 (21)
60-69 years	4 (5)	4 (5)
5. Are you:		
Female	58 (72)	47 (63)
Male	23 (28)	28 (37)

6. What racial or ethnic group fits you best?

	YRS	TCS
American Indian	1 (1)	1 (1)
Asian Portuguese	4 (5)	2 (3)
		1 (1)
Mexican American	1 (1)	4 (5)
White	73 (90)	59 (79)
American Indian/Chicano	1 (1)	0
Mexican-American/Spanish surname	0	2 (3)
White with Spanish surname (husband)	0	3 (4)
Spanish surname/other	0	1 (1)
Other	1 (1)	1 (1)
No answer		1 (1)
Totals	81	75

7. Do you speak a language other than English?

	YRS	TCS
No setond language	42 (52)	30 (40)
Some Spanish	23 (28)	14 (19)
Fluent Spanish	2 (3)	9 (12)
Other language some	4 (5)	9 (12)
Other language fluently	2 (3)	3 (4)
Some Spanish and other	6 (7)	4 (5)
Some Spanish and fluent other	1 (1)	1 (1)
Fluent Spanish and other some	0	3 (4)
Missing	1 (1)	2 (3)
Total	81	75

8. Have you received academic training or have you had experience prior to this school year working with the following types of children?

8.1 Educationally disadvantaged

	Academic Training		Previous Experience	
	YRS	TCS	YRS	TCS
YES	34 (42)	36 (48)	53 (65)	54 (72)
NO	38 (47)	25 (33)	15 (19)	13 (17)
No answer	9 (11)	14 (19)	13 (16)	8 (11)

8.2 Academically gifted

	Academic Training		Previous Experience	
	YRS	TCS	YRS	TCS
YES	12 (15)	23 (31)	39 (48)	46 (61)
NO	52 (64)	34 (45)	27 (33)	21 (28)
No answer	17 (21)	18 (24)	15 (19)	8 (11)

8.3 Pupils from homes where another language is used more often than English

	Academic Training		Previous Experience	
	YRS	TCS	YRS	TCS
YES	36 (44)	39 (52)	66 (82)	68 (91)
NO	34 (42)	19 (25)	9 (11)	5 (7)
No answer	11 (14)	17 (23)	6 (7)	2 (3)

8.4 Children of migrant workers

	Academic Training		Previous Experience	
	YRS	TCS	YRS	TCS
YES	24 (30)	31 (54)	61 (75)	64 (85)
NO	42 (52)	26 (35)	10 (12)	8 (11)
No answer	15 (19)	18 (24)	10 (12)	3 (4)

9. About how many children currently in your class are from homes in which the dominant language is not English?

	YRS	TCS
Ratio non English/total	.41	.52

10. What is the total number of children enrolled in this class now?

	Mean	
	YRS	TCS
Elementary	31	30
Junior High	127	125

11. What grade(s) is/are in this class?

Grade	YRS	TCS
K	5 (6)	4 (5)
1	1 (1)	2 (3)
2	1 (1)	3 (4)
3	1 (1)	3 (4)
4	0	3 (4)
5	0	5 (7)
6	1 (1)	3 (4)
K,1	2 (3)	1 (1)
1,2	9 (11)	2 (3)
2,3	8 (10)	2 (3)
3,4	5 (6)	0
4,5	3 (4)	2 (3)
5,6	8 (10)	2 (3)
6,7	0	2 (3)
1,2,3	1 (1)	1 (1)
3,4,5	3 (4)	0
4,5,6	4 (5)	3 (4)
7	0	2 (3)
8	1 (1)	3 (4)
7,8	19 (24)	25 (33)
Not applicable	7 (9)	5 (7)
No answer	2 (3)	2 (3)
Totals	81	75

YRS ONLY

12. What track do you teach?

A,B,C,D	19	(24)
A,B	1	(1)
A,C	1	(1)
A	15	(18)
B,D	1	(1)
B	16	(20)
C	10	(12)
D	14	(17)
Not applicable	3	(4)
No answer	1	(1)
Totals	81	

13. What track would you like to teach?

A,B,D	1	(1)
A,B	5	(6)
A	17	(21)
B	19	(23)
C	3	(4)
D	4	(5)
No preference	28	(35)
Not applicable	1	(1)
No answer	3	(4)
Totals	81	

14. Do you have any of the following kinds of adult assistance in your class?

Parent Assistance	YRS	TCS
YES	18 (22)	11 (15)
NO	60 (74)	61 (81)
Not applicable	2 (3)	3 (4)
No answer	1 (1)	
Aide Assistant		
YES	27 (33)	33 (44)
NO	50 (62)	39 (52)
Not applicable	1 (1)	3 (4)
No answer	3 (4)	
Student Teacher		
YES	11 (14)	9 (12)
NO	65 (80)	63 (84)
Not applicable	2 (3)	3 (4)
No answer	3 (4)	

14. Do you have any of the following kinds of adult assistance in your class? (Continued)

	YRS	TCS
Other		
YES	14 (17)	11 (15)
NO	63 (78)	61 (81)
Not applicable	2 (3)	3 (4)
No answer	2 (3)	
Reading Specialist		
YES	12 (15)	5 (7)
NO	63 (78)	67 (89)
Not applicable	3 (4)	3 (4)
No answer	3 (4)	
Math Specialist		
YES	6 (7)	
NO	69 (85)	72 (96)
Not applicable	3 (4)	3 (4)
No answer	3 (4)	

15. What is the total number of hours of assistance you have each week this semester in this class?

	YRS	TCS
Elementary	10.7 (n = 56)	14.4 (n = 39)
Junior High School	2.8 (n = 19)	2.6 (n = 31)

Below is a list of types of materials and activities with examples of each. Indicate the availability to your students.

16. Art materials (such as paint, clay, soft chalk, charcoal, etc.).

Availability when needed							
Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
66 (81)	59 (79)	7 (9)	5 (7)	3 (4)	8 (11)	5 (6)	3 (4)

17. Music and dance (such as records, phonograph, etc.)

Availability When Needed							
Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
63 (78)	59 (79)	10 (12)	5 (7)	3 (4)	9 (12)	5 (6)	2 (3)

18. Language arts (such as tape recorder, listening centers, language games, etc.).

Available When Needed							
Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
62 (77)	55 (73)	9 (11)	9 (12)	3 (4)	9 (12)	7 (9)	2 (3)

19. Books for enjoyment.

Available When Needed							
Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
68 (84)	63 (84)	3 (4)	4 (5)	2 (2)	7 (9)	8 (10)	1 (1)

20. Social studies (such as maps, globes, occupational materials, etc.).

Availability When Needed							
Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
69 (86)	59 (79)	3 (4)	3 (4)	4 (5)	11 (15)	5 (6)	2 (3)

21. Science (such as aquarium, ant colonies, magnifying glasses, etc.).

Availability When Needed							
Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
38 (47)	34 (45)	29 (36)	26 (35)	5 (6)	10 (13)	9 (11)	5 (7)

22. Math (such as adding machine or calculator, manipulable objects for examining part/whole relationships, etc.

Available		Not Available		Not Applicable		No Answer	
YRS	TCS	YRS	TCS	YRS	TCS	YRS	TCS
41 (51)	36 (48)	27 (33)	25 (33)	5 (6)	8 (11)	8 (10)	6 (8)

23. Please indicate how often this class has made field trips to places such as: parks or woodlands, museums, libraries, farms, industries, zoos, the seashore or waterfront, musical performances, special plays or movies, post office, airports, shopping centers, etc.

	Elementary		Junior High	
	YRS	TCS	YRS	TCS
About once a week	0 (0)	0 (0)	0 (0)	0 (0)
About once a month	6 (1)	3 (7)	0 (0)	0 (0)
About two or three times during the year	15 (25)	14 (33)	1 (5)	3 (9)
About once during the year	12 (20)	17 (40)	3 (14)	4 (12)
Never	23 (38)	5 (12)	17 (81)	25 (76)
Not applicable	2 (3)	3 (7)	0 (0)	1 (3)
No answer	2 (3)	0 (0)	0 (0)	0 (0)
Totals	60	42	21	33

24. Have you taken any inservice training courses at a college or university during vacation periods within the past 12 months?

	YRS	TCS
YES	16 (20)	26 (35)
NO	64 (79)	48 (64)
No answer	1 (1)	1 (1)

25. Have you taken any inservice training courses at a college or university on weekends or after school during the past 12 months?

	YRS	TCS
YES	38 (47)	37 (49)
NO	42 (52)	36 (48)
No answer	1 (1)	2 (3)

26. About how often during the past 12 months have you visited or observed the work of other teachers?

	YRS	TCS
Never	35 (43)	22 (29)
Once or twice	28 (35)	25 (33)
3 to 5 times	5 (6)	15 (20)
6 to 10 times	10 (12)	3 (4)
10 to 20 times	1 (1)	5 (7)
More than 20 times	1 (1)	5 (7)
No answer	1 (1)	0
Totals	81	75

27. How many days does your contract call for you to work during this school year?

Mean	
YRS	TCS
177	175

28. How many days would you like to work this school year?

Mean	
YRS	TCS
173	164

29. Are you the sole wage earner in your family?

	YRS	TCS
YES	38 (47)	36 (48)
NO	43 (53)	39 (52)

30. When you started teaching in a year-round program, could you have chosen to teach in a traditional (9-month) program if you had wanted to?

YES	44 (54)
NO	34 (42)
Don't remember	3 (4)
Total	81

TCS ONLY

31. Could you have chosen to teach in a year-round program within the district if you had wanted to?

YES		50 (67)
NO		23 (31)
Don't remember		2 (3)
	Total	75

32. The school in which I am teaching is the one in which I want to teach.

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	55 (92)	30 (97)	10 (91)	40 (96)	10 (48)	29 (97)	2 (66)	31 (94)
Disagree	4 (7)	1 (3)	1 (9)	2 (5)	10 (47)	1 (3)	1 (33)	2 (6)
No Idea	1 (2)	0	0	0 (0)	1 (5)	0 (0)	0 (0)	0 (0)
Totals	60	31	11	42	21	30	3	33

33. The grade(s) I am teaching is (are) the one(s) I want.

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	53 (88)	30 (97)	9 (82)	39 (93)	15 (72)	25 (83)	1 (33)	26 (82)
Disagree	5 (8)	1 (3)	2 (18)	3 (7)	6 (29)	5 (16)	2 (66)	7 (18)
No Idea	2 (4)	0	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Totals	60	31	11	42	21	30	3	33

34. I have sufficient time here for planning and preparation.

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	41 (68)	20 (65)	7 (63)	27 (65)	10 (47)	24 (80)	3 (100)	27 (81)
Disagree	18 (30)	9 (30)	4 (36)	13 (31)	11 (53)	6 (20)	0 (0)	6 (18)
No Idea	1 (2)	2 (7)	0	2 (5)	0 (0)	0 (0)	0 (0)	0 (0)
Totals	60	31	11	42	21	30	3	33

35. Teachers at this school have a voice in decisions concerning the school as a whole.

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	39 (65)	27 (88)	10 (92)	37 (88)	12 (57)	28 (93)	3 (100)	31 (94)
Disagree	21 (35)	4 (13)	1 (9)	5 (12)	8 (39)	2 (7)	0	2 (6)
No Idea	0 (0)	0	0	0	1 (5)	0 (0)	0	0
Totals	60	31	11	42	21	30	3	33

36. In general, the students here like the school.

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	53 (88)	31 (100)	7 (64)	38 (90)	13 (62)	27 (90)	1 (33)	28 (85)
Disagree	7 (11)	0	3 (27)	3 (7)	6 (29)	3 (10)	2 (66)	5 (15)
No Idea	0 (0)	0	1 (9)	1 (2)	2 (10)	0	0	0
Totals	60	31	11	42	21	30	3	33

37. In general, the parents are happy with the school.

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	50 (84)	30 (97)	5 (45)	35 (83)	9 (43)	22 (73)	0	22 (66)
Disagree	3 (5)	1 (3)	3 (27)	4 (9)	5 (24)	3 (10)	3 (100)	6 (18)
No Idea	7 (12)	0	3 (27)	3 (7)	7 (33)	5 (17)	0	5 (15)
Totals	60	31	11	42	21	30	3	33

38. About how many parents have come to visit your clasroom during the past 9-week period? (PLEASE GIVE YOUR BEST ESTIMATE; IF NONE, ENTER "0")

	Mean			
	YRS	TCS/TCS	TCS/YRS	TCS
Elementary	10.9 (n=54)	15.9 (n=30)	8.9 (n=11)	14.0 (n=41)
Junior High	0.6 (n=21)	1.7 (n=30)	2.7 (n=3)	1.8 (n=33)

39. Approximately how many of these visits were made on the parents' own initiative?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
All	19 (32)	9 (29)	5 (46)	14 (33)	3 (14)	7 (23)	1 (33)	8 (24)
More than half	5 (8)	6 (19)	0	6 (14)	0	0	1 (33)	1 (2)
About half	4 (7)	4 (13)	0	4 (9)	0	1 (3)	1 (33)	2 (5)
Less than half	13 (22)	8 (26)	4 (36)	12 (29)	0	0	0	0
None	8 (13)	2 (7)	1 (9)	3 (7)	12 (57)	15 (50)	0	15 (36)
Not applicable	4 (7)	1 (3)	0	1 (2)	0	2 (7)	0	2 (5)
No Answer	7 (12)	1 (3)	1 (9)	2 (5)	6 (29)	5 (17)	0	5 (12)
Total	60	31	11	42	21	30	3	33

40. Quality of district administration

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Excellent/Good	32 (54)	13 (42)	4 (36)	17 (41)	6 (29)	18 (60)	1 (33)	19 (58)
Fair/Poor	26 (43)	18 (58)	7 (64)	25 (60)	14 (66)	10 (33)	2 (67)	12 (36)
No answer	2 (3)	0	0	0	1 (5)	2 (7)	0	2 (6)
Total	60	31	11	42	21	30	3	33

41. Quality of teaching staff

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Excellent/Good	56 (93)	30 (97)	10 (91)	40 (96)	19 (90)	28 (93)	2 (66)	30 (91)
Fair/Poor	3 (5)	1 (3)	1 (9)	2 (5)	2 (10)	2 (7)	1 (33)	3 (9)
No answer	1 (2)	0	0	0	0	0	0	0
Total	60	31	11	42	21	30	3	33

42. Physical plant

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Excellent/Good	29 (49)	26 (84)	4 (36)	30 (71)	9 (43)	20 (66)	2 (67)	22 (67)
Fair/Poor	30 (50)	5 (16)	7 (64)	12 (29)	12 (57)	10 (33)	0	11 (33)
No answer	1 (2)	0	0	0	0	0	0	0
Totals	60	31	11	42	21	30	3	33

43. Adequacy of inservice training

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Excellent/Good	23 (38)	15 (49)	3 (27)	18 (43)	2 (10)	10 (33)	0	10 (30)
Fair/Poor	36 (60)	15 (49)	8 (73)	23 (55)	18 (86)	20 (66)	3 (100)	23 (73)
No answer	1 (2)	1 (3)	0	1 (2)	1 (5)	0	0	0
Total	60	31	11	42	21	30	3	33

44. **Teaching staff morale**

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Excellent/Good	29 (49)	26 (84)	7 (64)	33 (79)	9 (43)	24 (80)	1 (33)	25 (75)
Fair/Poor	29 (49)	4 (13)	4 (36)	8 (19)	12 (57)	6 (20)	2 (66)	8 (24)
No answer	1 (2)	1 (3)	0	1 (2)	0	0	0	0
Total	59	31	11	42	21	30	3	33

45. Which vacation schedule do you prefer?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	36 (60)	0	1 (9)	1 (2)	7 (33)	2 (7)	1 (33)	3 (9)
9 month	21 (35)	30 (97)	10 (91)	40 (95)	11 (52)	25 (83)	2 (67)	27 (82)
No Difference	2 (3)	0	0	0	2 (10)	2 (7)	0	2 (6)
No Idea	1 (2)	1 (3)	0	1 (2)	1 (5)	1 (3)	0	1 (3)
Total	60	31	11	42	21	30	3	33

46. Which allows for a more flexible work schedule?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	32 (53)	4 (13)	4 (36)	8 (19)	8 (38)	6 (20)	2 (67)	8 (24)
9 month	18 (30)	15 (48)	4 (36)	19 (45)	9 (43)	19 (63)	1 (33)	20 (61)
No Difference	7 (12)	3 (10)	1 (9)	4 (10)	3 (14)	2 (7)	0	2 (6)
No Idea	2 (3)	8 (26)	2 (18)	10 (23)	1 (5)	3 (10)	0	3 (9)
No Answer	1 (2)	1 (3)	0	1 (2)	0	0	0	0
Total	60	31	11	42	21	30	3	33

47. Which do most students prefer?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	22 (37)	0	2 (18)	2 (5)	6 (29)	0	0	0
9 month	8 (13)	15 (48)	4 (36)	19 (45)	2 (10)	20 (67)	2 (67)	22 (67)
No Difference	13 (22)	1 (3)	1 (9)	2 (5)	5 (24)	1 (3)	0	1 (3)
No Idea	17 (28)	15 (48)	4 (36)	19 (45)	8 (38)	9 (30)	1 (33)	10 (30)
Total	60	31	11	42	21	30	3	33

48. In which do students settle down more quickly after vacations?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	30 (50)	0	2 (18)	2 (5)	4 (19)	1 (3)	0	1 (3)
9 month	14 (23)	14 (45)	5 (46)	19 (45)	8 (38)	15 (50)	2 (67)	17 (52)
No Difference	7 (12)	4 (13)	2 (18)	6 (14)	4 (19)	1 (3)	0	1 (3)
No Idea	9 (15)	13 (42)	2 (18)	15 (36)	5 (24)	12 (40)	1 (33)	13 (39)
No Answer	0	0	0	0	0	1 (3)	0	1 (3)
Total	60	31	11	42	21	30	3	33

49. Which costs a school district more money to operate per student?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	27 (45)	12 (39)	4 (36)	16 (38)	5 (24)	10 (33)	0	10 (30)
9 month	5 (8)	3 (10)	3 (27)	6 (14)	6 (29)	2 (7)	2 (67)	4 (12)
No Difference	5 (8)	1 (3)	0	1 (2)	1 (5)	3 (10)	0	3 (9)
No Idea	23 (38)	15 (48)	4 (36)	19 (45)	9 (43)	15 (50)	1 (33)	16 (48)
Total	60	31	11	42	21	30	3	33

50. Which provides a higher quality of education?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	12 (20)	0	1 (9)	1 (1)	2 (10)	1 (3)	0	1 (3)
9 month	10 (17)	17 (55)	3 (27)	20 (48)	4 (19)	13 (43)	1 (33)	14 (42)
No Difference	26 (43)	6 (19)	3 (27)	9 (21)	6 (29)	6 (20)	1 (33)	7 (17)
No Idea	13 (22)	8 (26)	4 (36)	12 (28)	9 (43)	10 (33)	1 (33)	11 (33)
Total	61	31	11	42	21	30	3	33

51. In which do average students do better?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	20 (33)	1 (3)	1 (9)	2 (5)	1 (5)	0	1 (33)	1 (3)
9 month	10 (17)	13 (42)	3 (27)	16 (38)	4 (19)	16 (53)	2 (67)	18 (55)
No Different	21 (35)	4 (13)	5 (46)	9 (21)	4 (19)	5 (17)	0	5 (15)
No Idea	9 (15)	13 (42)	2 (18)	15 (36)	11 (52)	9 (30)	0	9 (27)
No Answer	0	0	0	0	1 (5)	0	0	0
Total	60	31	11	42	21	30	3	33

52. In which do below average, or educationally disadvantaged, students do better?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	27 (45)	1 (3)	2 (18)	3 (7)	5 (24)	1 (3)	1 (33)	2 (6)
9 month	9 (15)	12 (39)	6 (55)	18 (43)	2 (10)	12 (40)	2 (67)	14 (42)
No Different	12 (20)	2 (7)	1 (9)	3 (7)	2 (10)	3 (10)	0	3 (7)
No Idea	12 (20)	16 (52)	2 (18)	18 (43)	12 (57)	14 (47)	0	14 (33)
Total	60	31	11	42	21	30	3	33

53. In which do migrant children do better?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	29 (48)	4 (13)	4 (36)	8 (19)	8 (38)	5 (17)	1 (33)	6 (18)
9 month	5 (8)	8 (26)	4 (36)	12 (29)	3 (14)	7 (23)	0	7 (21)
No Difference	9 (15)	2 (6)	0	2 (5)	0	4 (13)	0	4 (12)
No Idea	17 (28)	17 (55)	3 (27)	20 (48)	10 (48)	14 (47)	2 (67)	16 (48)
Total	60	31	11	42	21	30	3	33

54. Which has fewer discipline problems?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	9 (15)	1 (3)	1 (9)	2 (5)	2 (10)	1 (3)	0	1 (3)
9 month	7 (12)	12 (39)	2 (18)	14 (33)	7 (33)	14 (47)	1 (33)	15 (45)
No Difference	24 (40)	5 (16)	3 (27)	8 (19)	2 (10)	5 (17)	1 (33)	6 (18)
No Idea	20 (34)	13 (42)	5 (46)	18 (43)	9 (48)	10 (33)	1 (33)	11 (33)
Total	60	31	11	42	21	30	3	33

55. Which has greater student absenteeism?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	20 (33)	7 (23)	2 (18)	9 (21)	4 (19)	5 (17)	1 (33)	6 (18)
9 month	4 (7)	4 (13)	0	4 (10)	4 (19)	3 (10)	0	3 (9)
No Difference	12 (20)	1 (3)	3 (27)	4 (10)	1 (5)	4 (13)	1 (33)	5 (15)
No Idea	24 (40)	19 (61)	6 (55)	25 (60)	12 (57)	17 (57)	1 (33)	18 (55)
No Answer	0	0	0	0	0	1 (3)	0	1 (3)
Total	60	31	11	42	21	30	3	33

56. With which plan is there more vandalism?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	3 (5)	1 (3)	0	1 (2)	1 (5)	3 (10)	1 (33)	4 (12)
9 month	13 (22)	2 (7)	2 (18)	4 (10)	2 (10)	1 (3)	1 (33)	2 (6)
No Difference	13 (22)	5 (16)	2 (18)	7 (16)	7 (33)	5 (17)	0	5 (15)
No Idea	31 (52)	23 (74)	7 (64)	30 (71)	11 (52)	20 (67)	1 (33)	21 (64)
No Answer	0	0	0	0	0	1 (3)	0	1 (3)
Total	60	31	11	42	21	30	3	33

57. Where do you prefer to teach?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	35 (58)	0	0	0	6 (29)	1 (3)	1 (33)	2 (6)
9 month	18 (30)	29 (94)	11(100)	40 (95)	11 (52)	26 (87)	1 (33)	27 (82)
No Difference	5 (8)	1 (3)	0	1 (2)	3 (14)	1 (3)	1 (33)	2 (6)
No Idea	0	0	0	0	1 (5)	2 (7)	0	2 (6)
No Answer	2 (3)	1 (3)	0	1 (2)	0	0	0	0
Total	60	31	11	42	21	30	3	33

58. Where do most teachers in your school prefer to teach?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	24 (40)	1 (3)	4 (36)	5 (12)	1 (5)	0	0	0
9 month	19 (32)	26 (84)	1 (9)	27 (64)	16 (76)	26 (87)	3 (100)	29 (88)
No Difference	3 (5)	0	1 (9)	1 (2)	1 (5)	1 (3)	0	1 (3)
No Idea	13 (22)	4 (13)	5 (46)	9 (21)	3 (14)	3 (10)	0	3 (9)
No Answer	1 (2)	0	0	0	0	0	0	0
Total	60	31	11	42	21	30	3	33

59. In which is it more difficult to teach?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	35 (58)	25 (81)	5 (46)	30 (71)	16 (76)	21 (70)	2 (67)	23 (66)
9 month	5 (8)	1 (3)	1 (9)	2 (5)	2 (10)	0	0	0
No Difference	14 (23)	2 (7)	5 (46)	7 (17)	2 (10)	2 (7)	1 (33)	3 (9)
No Idea	3 (5)	3 (10)	0	3 (7)	1 (5)	7 (23)	0	7 (21)
No Answer	3 (5)	0	0	0	0	0	0	0
Total	60	31	11	42	21	30	3	33

60. In which is coordination of extracurricular activities easier?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	7 (12)	3 (10)	0	3 (7)	1 (5)	0	0	0
9 month	32 (54)	20 (65)	7 (64)	27 (64)	18 (86)	21 (70)	3 (100)	24 (73)
No Difference	10 (17)	2 (7)	2 (18)	4 (10)	1 (5)	3 (10)	0	3 (9)
No Idea	10 (17)	6 (19)	2 (18)	8 (19)	1 (5)	5 (17)	0	5 (15)
No Answer	1 (2)	0	0	0	0	1 (3)	0	1 (3)
Total	60	31	11	42	21	30	3	33

61. In which is it easier to give children extra days of remedial instruction (beyond the regular school year)?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	32 (53)	9 (29)	3 (27)	12 (29)	12 (57)	6 (20)	1 (33)	7 (21)
9 month	14 (23)	9 (29)	4 (36)	13 (31)	3 (14)	8 (27)	1 (33)	9 (27)
No Difference	8 (13)	5 (16)	2 (18)	7 (17)	4 (19)	2 (7)	1 (33)	3 (9)
No Idea	5 (8)	8 (26)	2 (18)	10 (24)	2 (10)	13 (43)	0	13 (39)
No Answer	1 (2)	0	0	0	0	1 (3)	0	1 (3)
Total	60	31	11	42	21	30	3	33

62. In which is it easier to schedule daily activities?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	9 (15)	0	0	0	2 (10)	1 (3)	0	1 (3)
9 month	15 (25)	19 (61)	7 (64)	26 (62)	14 (67)	19 (63)	2 (67)	21 (64)
No Difference	31 (52)	5 (16)	3 (27)	8 (19)	4 (19)	5 (17)	1 (33)	6 (18)
No Idea	4 (7)	7 (23)	1 (9)	8 (19)	1 (5)	5 (17)	0	5 (15)
No Answer	1 (2)	0	0	0	0	0	0	0
Total	60	31	11	42	21	30	3	33

63. Which schedule is more tiring for teachers?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	33 (55)	25 (81)	5 (46)	30 (71)	19 (90)	14 (47)	2 (67)	16 (48)
9 month	13 (22)	1 (3)	1 (9)	2 (5)	1 (5)	2 (7)	1 (33)	3 (9)
No Difference	10 (17)	2 (7)	4 (36)	6 (14)	1 (5)	4 (13)	0	4 (12)
No Idea	3 (5)	3 (10)	1 (9)	4 (10)	0	9 (30)	0	9 (21)
No Answer	1 (2)	0	0	0	0	1 (3)	0	1 (2)
Total	60	31	11	42	21	30	3	33

64. Which schedule is more tiring for students?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS	11 (18)	16 (52)	3 (27)	19 (45)	2 (10)	5 (17)	1 (33)	6 (18)
9 month	24 (40)	3 (10)	0	3 (7)	4 (19)	2 (71)	0	2 (6)
No Difference	13 (22)	3 (10)	3 (27)	6 (14)	7 (33)	5 (17)	1 (33)	6 (18)
No Idea	11 (18)	9 (29)	5 (46)	14 (33)	8 (38)	16 (53)	1 (33)	17 (52)
No Answer	1 (2)	0	0	0	0	2 (7)	0	2 (6)
Total	60	31	11	42	21	30	3	33

65. Establishing a classroom routine at the beginning of each 9-week session.....

	Elementary	Junior High
Like	28 (46)	7 (33)
Neutral	18 (30)	11 (52)
Dislike	13 (22)	3 (14)
No Answer	1 (2)	0
Total	60	21

66. Packing and storing supplies at the end of each session.....

	Elementary	Junior High
Like	0	0
Neutral	12 (20)	3 (14)
Dislike	47 (78)	16 (76)
No Answer	1 (2)	1 (5)
Not Applicable	0	1 (5)
Total	60	21

YRS ONLY

67. Several short vacations.....

	Elementary	Junior High
Like	37 (62)	8 (38)
Neutral	10 (17)	6 (29)
Dislike	12 (20)	7 (33)
No Answer	1 (2)	
Totals	60	21

68. How do you think children feel about going to school in the summer? Do they....

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Like it very much/somewhat	41 (68)	8 (26)	3 (27)	11 (26)	12 (58)	10 (33)	1 (33)	11 (33)
Dislike it/strongly	7 (12)	17 (55)	4 (36)	21 (50)	4 (19)	16 (53)	1 (33)	17 (51)
No Idea	10 (17)	6 (19)	4 (36)	10 (24)	5 (24)	4 (13)	1 (33)	5 (15)
No Answer	2 (3)	0	0	0	0	0	0	0
Totals	60	31	11	42	21	30	3	33

69. When your students are on vacation, about how many of them come to the school campus to use the library, recreational facilities or intersession programs?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
None	6 (10)	5 (16)	1 (9)	6 (14)		3 (10)		3 (9)
1-5	20 (33)	3 (10)	6 (55)	9 (21)	6 (29)	2 (7)		2 (6)
6-10	12 (20)	4 (13)	1 (9)	5 (12)	6 (29)	1 (3)		1 (3)
11-15	6 (10)	1 (3)		1 (2)	1 (5)			
More than 15	7 (12)	1 (3)		1 (2)	2 (10)	2 (7)	2 (67)	4 (12)
Have no idea	5 (8)	16 (52)	3 (27)	19 (45)	6 (29)	21 (70)	1 (33)	22 (67)
No Answer	4 (7)	1 (3)		1 (2)		1 (3)		1 (3)
Totals	60	31	11	42	21	30	3	33

70. New recreational activities or schedules have been developed in the community because of the 45-15 Plan. Do you ...

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Agree	24 (40)	2 (7)	4 (36)	6 (14)	2 (10	3 (10)		6 (18)
Disagree	24 (40)	9 (29)	4 (36)	13 (31)	17 (81)	13 (43)	2 (67)	15 (45)
No Idea	11 (18)	19 (61)	3 (27)	22 (52)	2 (10)	10 (33)	1 (33)	11 (33)
No answer	1 (2)	1 (3)		1 (2)		1 (3)]		1 (3)
Totals	60	31	11	42	21	27	3	33

71. How much difficulty do you think most parents of children in traditional, 9-month schedules have in adjusting their vacation plans to their children's school vacations?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Much/some difficulty	12 (20)	6 (19)	6 (55)	12 (29)	5 (24)	3 (10)	2 (66)	5 (15)
Little/no difficulty	52 (70)	23 (74)	5 (45)	28 (67)	15 (71)	25 (83)	1 (33)	26 (78)
Have no idea	6 (10)	2 (7)	—	2 (5)	1 (5)	2 (7)	—	2 (6)
Totals	70	31	11	42	21	30	3	33

72. How much difficulty do you think most parents of children in year-round schedules have adjusting their vacation plans to their children's school vacations?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Much/some difficulty	23 (39)	16 (52)	8 (73)	24 (57)	15 (72)	19 (63)	3 (100)	22 (66)
Little/no difficulty	31 (52)	6 (19)	2 (18)	8 (19)	5 (24)	7 (24)		7 (31)
Have no idea	5 (8)	9 (29)	1 (9)	10 (24)	1 (5)	4 (13)		4 (12)
No Answer	1 (2)							
Totals	60	31	11	42	21	30	3	33

73. Do you feel that most of your students' parents like or dislike the 45-15 calendar?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Most like it	42 (70)		1 (9)	1 (2)	8 (38)			
Most dislike it	2 (3)	23 (74)	9 (82)	32 (76)		19 (63)	1 (33)	20 (61)
Most are indifferent	8 (13)	1 (3)		1 (2)	10 (48)	2 (7)	1 (33)	3 (9)
Have no idea	5 (8)	7 (23)	1 (9)	8 (19)	3 (14)	9 (30)	1 (33)	10 (30)
No Answer	1 (2)							
Some Like/ Some Don't	2 (3)							
Totals	60	31	11	42	21	30	3	33

74. One alternative to year-round schools is double-session schools. Which of these do you think provides a better quality of education to students?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
YRS are better	42 (70)	6 (19)	7 (64)	13 (31)	9 (43)	13 (43)	2 (67)	15 (45)
Double-session schools are better	4 (7)	6 (19)	1 (9)	7 (17)	1 (5)	2 (7)	1 (33)	3 (9)
No difference in educational quality	6 (10)	9 (29)	2 (18)	11 (26)	5 (24)	6 (20)		6 (18)
Have no idea	7 (12)	8 (26)	1 (9)	9 (21)	4 (19)	8 (27)		8 (24)
No Answer	1 (2)	2 (7)		2 (5)	2 (10)	1 (3)		1 (3)
Totals	60	31	11	42	21	30	3	33

75. Other year-round schedules offer longer vacations. Do you think you would like one of these schedules more or less than the 45-15 schedule?

	Elementary				Junior High			
	YRS	TCS/TCS	TCS/YRS	TCS	YRS	TCS/TCS	TCS/YRS	TCS
Would like a longer vacation schedule more	39 (65)	25 (81)	8 (73)	33 (79)	16 (76)	13 (43)	3 (100)	16 (48)
Would like a longer vacation schedule less	9 (15)	1 (3)	2 (18)	3 (7)	1 (5)	2 (7)		2 (6)
No preference	10 (17)	2 (7)	1 (9)	3 (7)	3 (14)	5 (17)		5 (15)
Have no idea		1 (3)		1 (2)		10 (33)		10 (30)
No Answer	2 (3)	2 (7)		2 (5)	1 (5)			
Totals	60	31	11	42	21	30	3	33

Appendix E

THE COMMUNITY SURVEY

As described in Chapter 5 of the main text, we interviewed 21 members of the greater Watsonville community to assess the impact of the YRS program on the community at large. The respondents were selected to represent a wide range of interests, as indicated in Table E-1.

Table E-1

REPRESENTATION OF COMMUNITY SURVEY RESPONDENTS

Interest Group	Respondent Number
Businessmen's group	1, 2, 5, 6, 9 10, 11, 15, 16
Large employers	1, 4, 5, 15
Library	3, 13
Recreation groups	4, 16, 21
Social service agencies	4, 12, 19
Newspaper	5
Labor organization	7
Migrants	7, 8, 11, 15, 18, 19, 20
Churches	14, 17

Each interview is summarized in the following pages. The accuracy of these summaries has been verified by the interview subjects.

Respondent 1

Respondent 1 is one of the managers of a department store in Watsonville--a large, independent family-owned business. From his perspective, the YRS program has had very little, if any, impact on the store's operation. He has seen a steady tapering off of back-to-school purchasing in the fall, but he attributed this to changes in attitudes about acceptable school clothing rather than shifting to buying patterns resulting from the YRS program.

Respondent 1 noted that his employees often follow the vacationing pattern of taking 2 weeks in the summer and 1 week in the fall and in the spring. He did not see a connection between this pattern and Watsonville's YRS program.

When asked if other business associates in the town found themselves equally unaffected by the YRS program, Respondent 1 said that he had never heard another merchant mentioning that it had an impact on business.

Respondent 2

Respondent 2 is an administrator in a Watsonville businessmen's organization. He noted that Watsonville's YRS program has some very vocal and insistent critics but that when a formal show of opposition is requested, very few people can be rounded up. According to him, the main group dissatisfied with the program consists of some of the older teachers and families with children in both TCS and YRS programs.

In the opinion of Respondent 2, the biggest impact the program has had is its savings for the community. He noted that the number of school-aged children in Watsonville is continuing to increase and that, in light of voter refusal to provide funds for expanding educational facilities, the YRS program has proved to be a worthwhile alternative.

He did not believe that the year-round schedule disrupts vacation plans, because very few families take more than 2 weeks of vacation at any one time. The YRS program has had no effect on truancy rates.

Respondent 2 mentioned that juvenile crime is rising in Watsonville. He cited such activities as glue sniffing, paint sniffing, and petty burglary as areas of particular concern. The percentage of cases among children in the YRS program is about the same as for children attending the other schools in the area. He surmised that, although the total vacation time is the same for the children in YRS and TCS programs, because the YRS program breaks the vacation time into smaller increments it may actually hold down the rise in juvenile crime by preventing boredom.

Respondent 2 was clearly in favor of the YRS program. He suggested that it would be quite reasonable to make year-round schooling the norm as opposed to simply making it an alternative schedule for schooling. He attributed much importance to the role of the superintendent in obtaining the acceptance of the YRS program in Watsonville. It was the superintendent's interest in evaluations of the program that provided concrete information with which to refute and quiet the criticism of YRS program opponents in the community.

Respondent 2 saw no particular effect of the YRS program on migrant families, because most migrant workers are men without families. For those with families, the educational and language problems of the children are so great that it makes little difference whether they attend a traditional-calendar school or a year-round school.

Respondent 2 knew of no families who had moved into or out of year-round school attendance areas because of the YRS program, but said he would not be surprised if this had happened once or twice.

Respondent 3

Respondent 3 is a librarian at the Watsonville City Library. She believed that the YRS program has had very little impact on the library's activities during the regular school year. It has, however, created some problems for the library's summer reading club activities. The library would prefer to schedule its summer reading club parties for the mornings because they get a larger attendance then. This is impossible now, however, because the YRS program keeps a significant number of interested children in school. The parties are now held from 3:30-4:30. Respondent 3 found this a very limited amount of time, and the late afternoon schedule has resulted in a decline in the number of children interested in the program.

The scheduling change for the summer reading club is the only change the city library has made in response to the YRS program. Respondent 3 indicated the the majority of the library's patrons are unaffected by the YRS schedule. The library does not have a large enough budget to develop activities like the summer reading club to serve YRS students during their nonsummer vacation periods.

Respondent 3 believed that all the schools in the system should operate under a single program--either YRS or TCS. If the YRS program were adopted throughout the district, the library would probably drop its summer reading club altogether. She said that the impact of the YRS program makes it almost not worth the effort right now. In her opinion, students benefit more from the TCS program, because they have 9 months of school, backed up by the city's program in the summer.

With regard to the quality of education at the year-round and traditional schools, Respondent 3 was not able to tell which students go to which schools. Even in the summer she is uncertain which of the users are summer school students and which are from the YRS program.

Respondent 4

Respondent 4 is an administrative official in the Watsonville Police Department. Until 1976 his department ran the city's Boys Club (a youth program for both boys and girls). This program is now under the direction of the city recreation department.

Respondent 4 did not talk much about the YRS program's impacts on youth programs. Instead, he discussed his impression that the YRS program is more in keeping with the scheduling of the Watsonville community and described his observations of juvenile crime patterns in the area.

According to Respondent 4, Watsonville's agricultural industry makes the summer a very busy work period rather than a vacation time. It is more convenient for most residents to take fall and winter vacations. In his own department, he observed, the officers were at first not pleased about the YRS program and some would even take their children out of school to go on summer vacations. However, they have adjusted to the different schedule and rescheduled their vacations over the entire year, not just in the summer months. The biggest problem he saw in YRS scheduling is for farm worker families with school-aged children. In April, May, and June, when berries are being harvested, there can be a large impact on the family income if the mother must stay home and look after the children.

Respondent 4 saw no impact of the YRS program on the incidence of stress on the family that necessitated outside intervention. However, he knew from personal experience that under the TCS program there is a significant increase in the level of juvenile crime at the beginning of the fall session. He expressed curiosity about how this pattern might change if a larger portion of the school-aged population were in year-round programs.

Respondent 5

Respondent 5 is the representative of a newspaper serving the Watsonville area. He did not think the YRS program has resulted in major changes in the community business patterns, but he did think that it fits in better because of the schedule of agricultural activities. He saw this pattern as well reflected in the level of circulation of his paper.

Respondent 5 had no opinion on whether the YRS program has changed or affected the rate of juvenile crime. He suggested that the limited scope of the program (i.e., only part of the district involved) should be kept in mind.

Respondent 5 saw winter vacations as a general trend in the Watsonville area. Winter vacations are receiving increased interest among his staff members, very few of whom have children in the YRS program.

Respondent 6

Respondent 6 runs a travel agency. She has seen no change in the vacationing patterns among families using her service. Her most popular vacation seasons still tend to be the summer, followed by Christmas, Easter, and February. However, most of her business comes from people who do not travel with children or from families with children in the regular school program.

She noted that a certain percentage of families have always withdrawn their children from school to go on family vacation trips; the number of families affected is about the same whether the students are in the YRS or the TCS program. She has heard of a few instances in which parents taking advantage of the breaks in the YRS program to visit relatives have found that their children were frustrated because the friends they came to see were occupied with school and had little time to enjoy the visit.

Respondent 7

Respondent 7 is a Watsonville union representative. He had never heard of the YRS program and had never heard it mentioned by any of the people he deals with. He thought year-round schooling was a ridiculous idea.

Respondent 8

Respondent 8 is a counselor at a child care facility. He observed that a common concern among parents is that all their children are placed in the same track in the YRS program. The main reason is so that they will have time for family vacations.

According to Respondent 8, working mothers like the YRS program; it gives them more times to enjoy their children throughout the year rather than having too much time in the summer. He has not heard reports that the YRS program causes scheduling problems or problems in finding child care during the 3-week vacation periods.

Respondent 8 believed that students in the YRS program seem to be more content on that schedule. Students in the TCS program begin to get very restless by May and June and have a definite adjustment period when returning to school in the fall. He perceived no similar pattern in the YRS children; they seem to find the pace more adaptable to their lives. The truancy rate in year-round schools is very similar to that of the other schools in the district.

Respondent 8 did not think that the YRS program has kept students from participating in summer camp or other recreational activities.

He has seen fairly frequent cases of parents having children follow other tracks as well as their own. The major reasons are the need for remediation for academically weak students and the need for day care for children of working parents. According to Respondent 8, the district has found that the double tracking works best for the fourth, fifth, and sixth graders.

Respondent 9

Respondent 9 is a retail merchant and a leader in his shopping center's merchants' association. The only change he has seen from the YRS program is that children spend more time at the shopping center. He can definitely tell when one session ends and another begins. There have been no problems with vandalism or stealing, but children do come to the shopping center to ride skateboards and bicycles and to buy fishing tackle. One group he called "the dirty four" comes in every day during their vacation periods to buy worms, hooks, or other items for fishing; once their track starts, he knows he won't see them until their 9-week session is up.

Respondent 9 did not have children in the YRS program, but he thought it was a very good idea. In his opinion, it would be even better if children had no breaks at all. Schools should be kept open all year, and parents should decide when the children should attend and when they should have a vacation.

Respondent 10

Respondent 10 is employed by a moving company and is a leader in a Watsonville businessmen's group. Two aspects of the YRS program were important for him.

The first aspect is its effect on the moving business. Ordinarily, families wait until summer to move, if at all possible, to prevent moving their children in the middle of a school session. If all schools in the United States converted to YRS programs, his business would be far easier to run. The Watsonville YRS program has not in itself made a substantial difference to his business, however, because parents still try to avoid mid-session moves to other districts.

The second aspect of the YRS program that has affected Respondent 10 is the opportunity for winter vacations. Because the summer is his busiest season, he does not have time for a vacation then. He has found it convenient to have winter vacation opportunities without the need for taking his children out of school. This schedule difference is probably beneficial to a large number of the people in Monterey and Santa Cruz who make their living as part of the tourist industry. If the YRS program were expanded to the high school level, it might cause some problems with employers in the tourist industry because of the loss of the cheap seasonal labor force represented by the high school student populations.

Respondent 11

Respondent 11 owns and operates a community grocery in the YRS area. He was very vocal in his distaste for the YRS program. The problems he pointed to are the disruptive effect of frequent starts and stops of school activities on the children and the lack of adequate recreational programs during vacation periods. Working parents find it difficult to obtain child care facilities when their children are not in school. If they opt out of the YRS program, they must bear the responsibility for transporting the child to and from school.

According to Respondent 11, many migrant families have come to California because they believed their children would receive a better education. It is very frustrating to these families when they are forced by economic necessity to live in the YRS area even though they do not feel that is the best program for their children.

Respondent 11 did believe the YRS program was accomplishing its goal of saving money and more fully utilizing the schools. However, he would prefer to see alternative ways of saving money. As examples he suggested trying to discourage the influx of so many middle-class families from the San Francisco Peninsula and starting more recreational and adult education programs at the schools during regular vacation periods.

Respondent 12

Respondent 12 is a county probation officer. She said that there is no real "pattern" of juvenile delinquency in the county, basing her statement on the fact that she had checked statistics on this for several years back about a year ago. Truancy has never been a serious problem in this area. There is perhaps only one aspect of the YRS program that might in some way touch on her job: most of the recalcitrant offenders stay out of trouble in the summer because they work long hours in the fields, leaving them with little energy for getting into trouble. If these people were on a year-round program, she speculated, they might get into more trouble in the summer.

Respondent 13

Respondent 13 is a librarian at a branch library. She has found that, although students use the library to assist in their coursework, the YRS program has had little effect on library operations. The summer reading club, however, has virtually disappeared. When asked about the possibility of schedule changes, she responded that library policy is set by the main library, and rescheduling has not been allowed.

Respondent 14

Respondent 14 is pastor of a church that serves the YRS area. He said that the greatest impact of the YRS program was felt in the church's vacation bible school. This program is set up as an outreach program to acquaint new families with the church. He noted that 2 years ago he was careful to time the 2-week bible school to fall during the YRS vacation period. Last year he did not do this, and he noticed a dramatic difference in the number of children who attended. He will be careful to plan for this in the future.

Respondent 15

Respondent 15 is a manager for a Watsonville food processing plant that employs 200 permanent employees and 1,000 seasonal workers. He has not had any scheduling problems due to the YRS program, and he has not seen a shift in the employees' vacationing patterns. He commented that none of his colleagues or employees have mentioned the YRS program in any context whatsoever.

Respondent 16

Respondent 16 works as a bank officer and is also the president of a Watsonville civic organization that sponsors several youth activity programs. According to Respondent 16, these programs have felt no effects from the YRS program in Watsonville because their activities have always been scheduled for the late afternoons, so that the children in the YRS program are not precluded from participating.

Respondent 16 has not heard his associates mention any effect of the YRS program on juvenile delinquency rates, nor has he heard any complaints from businessmen of children "hanging around" and causing problems when their attendance group is not in session.

Respondent 16 has had children in the YRS program. From a parent's perspective he was pleased with the program, which improved his son's attitude toward school. He noted that the YRS program is generally felt to be a better educational program for migrants. Moreover, it provides a valuable day care/babysitting function that enables mothers to work.

He has heard disgruntled comments from families who have children in both the YRS program and the TCS program. This causes inconveniences for scheduling vacations.

Respondent 17

Respondent 17 is pastor of a large church in downtown Watsonville. He believes that the YRS program has not affected the schedule or content of programs operated by his church. He has noticed that some of the families in his congregation with children in the YRS program take vacations in the winter. However, the overwhelming majority of families in his congregation are from the portion of the district on the traditional 9-month school calendar. Moreover, the main thrust of the church's youth programs is directed toward the high-school-aged student.

Respondent 18

Respondent 18 is a mother of several small children who attend a year-round school. Her brother is a UFW organizer. She did not like the YRS program and said she would prefer to have her children in a regular schedule program. Her primary complaint was the added number of starts and stops in the instructional program. She believed that the time it takes for the children and teacher to become reoriented after each vacation period cuts into the learning time available for the children.

Respondent 18 is a permanent resident of the Watsonville community. She commented that the educational needs of permanent residents and migrant families are different. For the migrant child the YRS program is better because it gives the child a complete unit of information, as opposed to bits and pieces at the beginning and end of semesters. However, as soon as children are old enough to work, families put them in the fields to help supplement the household income; hence, it makes no difference whether the school system is on a TCS or YRS program.

Respondent 19

Respondent 19 is the educational liaison for a Watsonville-based community service organization and the schools. According to him, the YRS program has not affected the operation or focus of activities of the organization.

Respondent 20

Respondent 20 is manager of a residential camp for migrant agricultural worker families. He expressed mixed feelings about the value of the YRS program. On the one hand, he said the program is better than the old 9-3 (traditional) system. Yet it is not really the answer to the educational needs of either migrant or permanent residents.

Respondent 20 explained that before the YRS program the district had a special summer school for migrant children. The typical migrant family came into the community at the end of May. The children would be enrolled in school and attend the last 10 days or so of the spring semester, the full summer program, and the first 20 days or so of the fall semester. He described this situation as terrible, because the children learned nothing in those few days of regular school and the summer school instruction was of a decidedly inferior level to the regular schedule offering. The YRS program has eliminated this problem; however, it has brought on new problems of its own.

Respondent 20 mentioned the "choppy" nature of the YRS schedule as a distinct disadvantage. The children are no sooner settled into the routine of school before the session is over, and the short vacation spans do not allow them enough time for a good rest from the academic demands. YRS teachers have the same problem, and it is more difficult for them to take trips or go back to school--two enrichment activities frequently pursued by teachers under the old school schedule.

Respondent 20 observed that parents have the option of sending their children to one of the district's traditional-calendar schools. He believes that this is not a real option, however, because the district will not provide transportation for these students.

He maintained that the district does not save money with the YRS program, because of increases in both the number of personnel in the schools and their salary levels. The YRS program is putting off rather than eliminating the need to eventually build more classrooms in Watsonville. The community is not simply trying to handle the wave of students from the baby boom, but is in fact experiencing a tremendous and continuing growth in the number of students to be served. Therefore, the need for expanded school facilities will not diminish; and the longer the community puts it off, the more expensive the bill will be.

Respondent 20 commented that when the residential camp is open about 120 to 150 school-aged children live there. Under the 9-month schedule he could always tell when any of them were playing hooky and herd them back to school. Now he never knows who is in what attendance group, and the job of keeping them in school is much more difficult.

Respondent 21

Respondent 21 is an administrator in the city's recreation department. She has geared the entire summer recreational program around the YRS program, which she reported liking very much. Programs like peewee softball and tennis lessons have actually improved because the shortened schedule keeps the participants from getting bored and dropping out. As administrator, she liked the scheduling pace better.

Respondent 21 had no observations about how the YRS program may have affected the juvenile crime rate.

She believed that families are taking advantage of winter vacation opportunities made available by the YRS program.